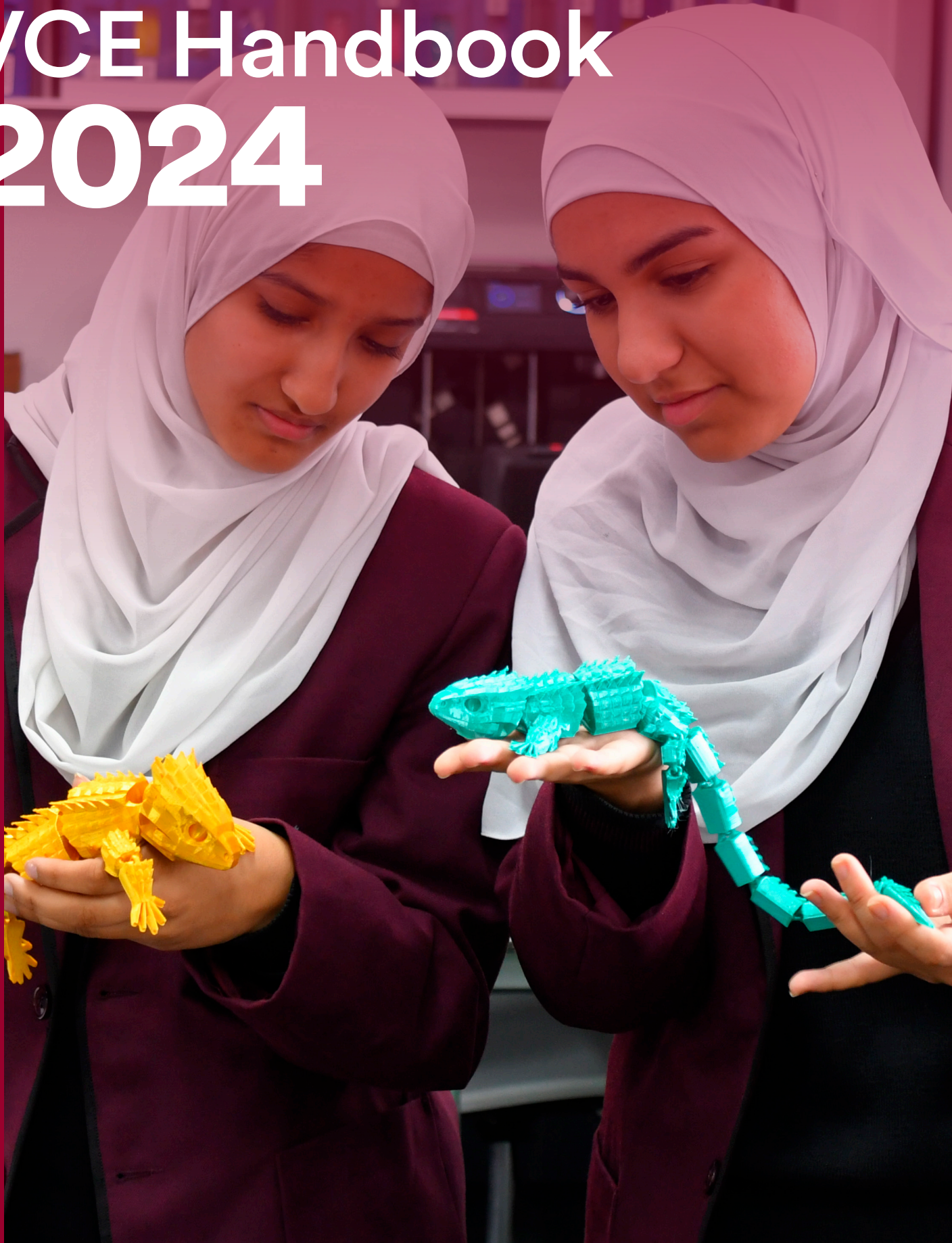




# VCE Handbook 2024



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## Vision

The Vision of Minaret College is to produce a healthy Australian Muslim identity which is: connected, conscious, sincere to its traditions and committed to excellence, good citizenship and compassionate service to humanity.

## Mission

Our Mission is to provide an integrated Islamic and secular education that will help the students develop their talents and capacities to their full potential, taking into account the social, cultural, and economic needs of the Islamic community and the nation as a whole.

## Philosophy

Our Philosophy is to help students improve their learning and increase their knowledge on a daily basis to the best of their abilities.



# Message from the Executive Principal

It may seem like a daunting task to make decisions today that will influence a student for years to come. At Minaret College we understand the significance of the transition into Victorian Certificate of Education (VCE). Our objective is to assist our students understand the numerous study and career options available to them and position them for success now and in the future.

The Minaret Team is experienced and resourced to support students make important life decisions. In 2022, 98.2% of Minaret students who applied for tertiary study received at least one offer. Our objective is to always provide our students with the support they need to reach their goals. We've introduced a range of initiatives including after school tutoring and tutoring by high achieving alumni. Additional support is also available throughout the year, including workshops with subject experts and scholarships available for eligible students.

There are two key components to prepare for success in VCE – individualised study plans and subject selection. Individualised study plans lay the foundations by encouraging students to make lifestyle adjustments which align to their goals. The plan includes time management, study/work habits and motivation strategies. Subject selection can itself be a source of motivation but will also shape possible career and tertiary options in future. It is

therefore important to consider the future in order to make the right decisions today.

There are many alternatives for students. This handbook captures much of the information required to make decisions regarding VCE.

However, for more personal advice we recommend students make time to speak with the VCE Coach, Wellbeing Coach, Careers Coach or any relevant member of staff to ensure individual questions are answered and tailored guidance can be provided.

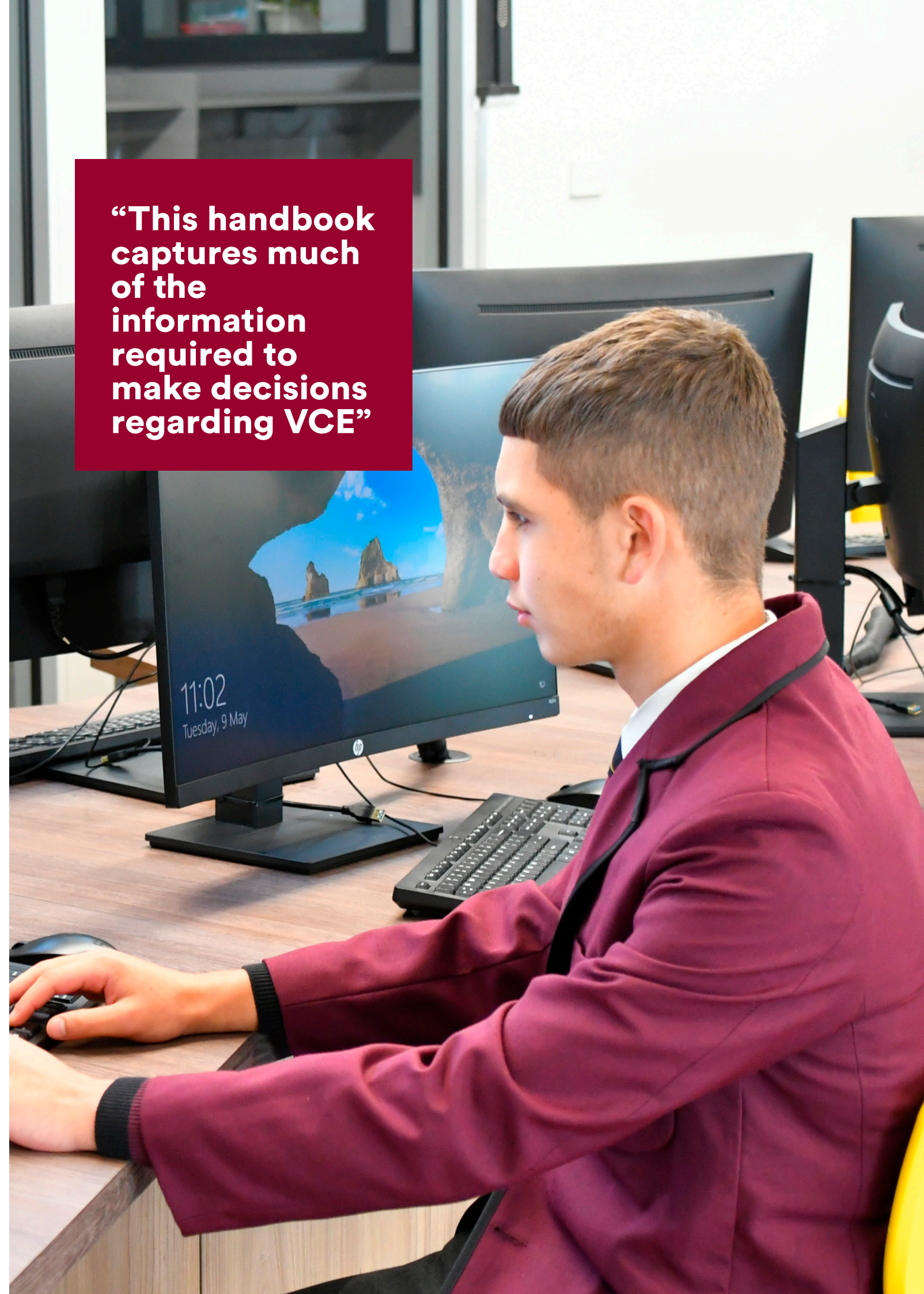
I also encourage students to familiarise themselves with VCE processes and key dates now. Minaret College administers VCE in compliance with the Victorian Curriculum and Assessment Authority (VCAA). Therefore, while we will always want what is in the best interest of our students, the College must always act in compliance with VCAA guidelines.

Finally, to our students, I hope you will find this handbook helpful as you embark on this important phase of your studies. It is a period of challenge and growth and the Minaret Teaching Team are ready to guide and support you. We all look forward to seeing you achieve your personal goals in the years to come.



**Mohammed Taksim**  
Executive Principal

**“This handbook captures much of the information required to make decisions regarding VCE”**







# Statement of Faith

Minaret College was founded to support the needs of a diverse Muslim community in the South-Eastern suburbs of Melbourne. We are diverse in our cultural and ethnic backgrounds, yet united in our faith Alhamdulillah.

As Allah (SWT) states in Surah Al-Imran, Ayah 103:

**“And hold firmly to the rope of Allah all together and do not become divided.”**

As Muslims, we share a set of beliefs which are fundamental to the Islamic faith and unanimously agreed upon. The beliefs are articulated in the authoritative sources of the Holy Qur’an and Sunnah of the Prophet Muhammad (saws).

Our beliefs are:

- Belief in Allah (SWT) – the One, the Eternal Refuge. He neither begets, nor is He begotten. There is none comparable to Him.
- Belief in His Angels – created by Allah (SWT) from light and in a constant state of submission to His command.
- Belief in His Books – amongst them, the Torah, the Injeel and the final book, the Holy Qur’an. The Qur’an is the unchanged, infallible word of Allah (SWT) and the final revelation to all of mankind.
- Belief in His Messengers – including Ibrahim (or Abraham) (as), Musa (or Moses) (as) and Isa (or Jesus) (as). Prophet Muhammad (saws) is the seal of the Prophets, the final Messenger and the best example for all of mankind.
- Belief in the Day of Judgement – all mankind will be resurrected and judged according to our actions in this life. We will be rewarded or punished; our eternal destination will be either Jannah (Heaven) or Jahannum (Hell)
- Belief in Qadr (Divine Decree) – the knowledge that both good and bad are from Allah (SWT) and based on His decree.

Our faith is completed through our actions. Following the Sunni tradition, our sources of guidance are the authoritative sources of the Holy Qur’an and the Sunnah of the Prophet Muhammad (saws) as recorded in the Books of Hadith (including the Collections by Al Bukhari, Muslim and others).

While there is consensus on the fundamentals of our faith, we recognise that there can be scholarly differences of interpretation on matters of fiqh (Islamic jurisprudence). The primary sources of fiqh are the four schools of thought (madhab) – Hanafi, Maliki, Shafi and Hanbali. Minaret College will accommodate diversity of understanding if derived from the authoritative sources and consistent with a particular madhab. Beliefs or actions inconsistent with those sources will be respectfully corrected.

Where a matter requires the College take one position, it will be referred to the College Imam and/or the Board of Imams Victoria.



# Senior Staff Contacts

At all times, academic staff are available to provide advice and assistance. Specific advice on the structure of the VCE and tertiary entrance requirements can be obtained from:

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# Introduction

This handbook is a guide for our VCE students, parents, and staff. It outlines Minaret College’s policies and procedures for the delivery of VCE studies accredited by the Victorian Curriculum and Assessment Authority (VCAA).

Minaret College offers a comprehensive range of VCE subjects each year. Students are able to select the different subjects which best meet their needs. We are passionate in supporting all of our students to be successful at VCE and beyond.

As a guide, students should carefully select the subjects of their choice - ones that are realistic and matches their abilities, interests and requirements for tertiary education.



# Our VCE Program

VCE subjects are taught on a semester basis according to units (i.e. Unit 1 and 3 are only taught in Semester One and Unit 2 and 4 are only taught in Semester Two). Thus, a VCE subject is usually offered as a sequence of Units 1-2 or Units 3-4. Below is a typical combination of VCE units that our students enrol in:

	Units 1-2	Units 3-4
Year 10	4	0
Year 11	8-10	2-4
Year 12	0	8-10

To be awarded the VCE, students must satisfactorily complete at least 16 units of study consisting:

- a minimum of three units from the English group, inclusive of a Units 3-4 sequence.
- at least 3 other sequences of Units 3-4 studies, which can include further sequences from the English group.

## Selecting your VCE program

Your VCE program is the complete list of VCE units that you enrol in over the Senior school years. Most of our VCE students graduate with 22-24 units completed over three years. If you are planning to enrol in some Units 3-4 in Year 11, you should be aware that these units are more challenging than Units 1-2. Also keep in mind that you can vary the number of units you do in any one year – you do not have to do twelve or fourteen units in a year.

Over the years, Minaret College has been offering a comprehensive range of VCE subjects. Students are able to select subjects that can best meet their needs. In the instance where the school is not able to offer a subject, students may consider enrolling in distance education through the Virtual School of Victoria (VSV). The enrolment with VSV is subject to the approval by the Head of Senior School. Forms which VCE students may be required to refer to during the VCE are available towards the

end of this handbook. Further information on distance education can be found at <https://www.vsv.vic.edu.au/>.

Students should also select and plan carefully their academic pathway – one that matches their abilities and interests. It is best to choose VCE subjects that will allow students the flexibility should they change their mind about their future tertiary courses or career pathways. In general, choose VCE subjects that student are likely to:

- be interested in,
- be good at, and;
- meet the requirements for further study or work.

# Promotion and Subject Selection

## Promotion to year 10

Year 9 students are promoted to Year 10 consistent with our Student Promotion Policy (available on our website). The following section details VCE subjects a Year 10 student can select, including eligibility criteria

## Eligibility to study VCE Subjects in Year 10

All Year 10 students will be enrolled in four units of VCE subjects. Two of the units are from the compulsory course of Texts and Traditions and Religion and Society. The other two units may come from any of the subjects in the following list:

- Applied Computing
- Biology
- Business Management
- General Mathematics
- Health and Human Development
- Legal Studies
- Physical Education
- Psychology
- Studio Arts Making & Exhibiting

All the listed subjects are conditional on student demand and timetable availability



The approval of students’ enrolment in any VCE subject will be dependent upon their Year 9 academic performance as shown in the table below.

VCE Subject Units 1-2	Year 9 Subject	Overall average required in Year 9
Applied computing	IT	70% or higher
Arts (SA, Media)	Arts	70% or higher
Biology	Science	70% or higher
Business Management	Commerce	70% or higher
General Mathematics	Mathematics	70% or higher
Health and Human Development	Science	70% or higher
Legal Studies	Humanities	70% or higher
Foundation Mathematics	Mathematics	50%-69%
Physical Education	Science	70% or higher
Psychology	Science	70% or higher

In addition, we highly encourage students to do a LOTE subject (Language Other Than English); mostly offered at the Victorian School of Languages (VSL). LOTE subjects are usually conducted at selected state schools for specific languages. More information is available at <https://vsl.vic.edu.au/>.

Promotion to Year 11

Year 10 students are promoted to Year 11 consistent with our Student Promotion Policy (available on our website). The following section details the subjects a Year 11 student can select, including eligibility criteria

Eligibility to study VCE Subjects in Year 11

Depending on student’s interest and abilities, they may study 5 or 6 VCE subjects at Year 11. Below are the common combination of subjects taken by our Year 11 students:

Five-subject option

Combination	Units 1-2	Units 3-4	LOTE at VSL
1	5	0	0
2	4	1	0

Six-subject option

Combination	Units 1-2	Units 3-4	LOTE at VSL
1	5	1	0
2	4	1	1
3	5	0	1
4	4	2	0

Any other combinations that differ from the above examples are possible subject to approval by the Head of Senior School. An application needs to be lodged through the VCE Coach.

In order to study any Unit 1-2 subject at Year 11, students are required to achieve 70% or above in the relevant Year 10 subject.

The above does not apply to Mathematical Methods Units 1-2, Specialist Mathematics Units 1-2, Chemistry Units 1-2 and Physics Units 1-2. For these subjects, students are required to achieve 80% or above marks in the relevant year 10 subject.

If a student wishes to study a VCE subject that does not have a direct link with any Year 10 subject, the student must score 60% or above in Year 10 English.

In order to study one Unit 3-4 subject at Year 11, students are required to achieve a satisfactory grade (S) in either the relevant Unit 1 or Unit 2 subject.

In order to study one Unit 3-4 subject at Year 11 without completing a relevant Unit 1-2 subject in year 10, students are required to achieve at least 80% in Year 10 English and in the relevant Year 10 subject.

In order to study two Unit 3-4 subjects in Year 11, students need to satisfactorily complete the relevant Units 1-2, and must achieve a minimum of 80% in Year 10 English and a combined average of 80% for all other subjects.

Where a student does not satisfy the above requirements, Executive Principal or his delegate may approve an exemption on a case-by-case basis.

Promotion to Year 12

Year 11 students are promoted to Year 12 consistent with our Student Promotion Policy (available on our website). The following section details the subjects a Year 12 student can select, including eligibility criteria

Eligibility to Study VCE Subjects in Year 12

In order to study a Units 3-4 level in Year 12, a satisfactory completion of the relevant Units 1-2 is required. Should any student wish to study Units 3-4 subject without completing the relevant Units 1-2 subject, he/she must achieve:

- at least 80% overall in the VCE Units 1-2 English
- a combined average of 70% for all other subjects

Students can lodge an application for approval through the VCE Coach. Minaret College however reserves the right not to approve the subject selection of a student to Year 12 when any of the above criteria is not met.

VCE Assessment

Satisfactory Completion

VCE graduation depends on the satisfactory completion of the outcomes for each of the units that make up a student’s course of study. These outcomes are specified in the Study Design, published by VCAA for each study and they describe the knowledge and skills required for satisfactory completion.

Satisfactory completion of the outcomes for a unit results in the awarding of an ‘S’ (Satisfactory). Failing to satisfy the requirements of the outcome/s will result in an ‘N’ (Not Satisfactory) being awarded for the whole unit.

The ‘S’ or ‘N’ result for all students is reported to VCAA for Units 1, 2, 3 and 4 in each subject and appears on each student’s statement of results.

Types of School Based Assessment

School-assessed Coursework (SAC) assesses each student’s level of achievement in the outcomes, as specified in the study design. Teachers inform students of upcoming SACs, administer SACs and provide feedback on SAC performance. Students need to devote sufficient time to revising for SACs

and ask their teachers questions about anything concerning the SAC that they are unsure about.

School-assessed Tasks (SATs) are set to assess specific sets of practical skills and knowledge, applicable to skill-based VCE subjects.

In addition to the above, other internal assessments are conducted throughout the semester to allow ample opportunities for students to exhibit the required learning outcomes as prescribed in the study design.

Levels of Achievement and School Assessment

Units 1-2 Assessment

The ‘S’ or ‘N’ results are the only assessment information passed on to VCAA. In addition to the S/N grading, Minaret College grades work, tests and examinations for internal purposes and only to inform students and parents of the academic progress being made. These grades are not reported to VCAA. However, these results do provide information to aid in subject selection for Units 3-4.

Satisfactory VCE Unit Result

A student receives ‘S’ for a unit when the school determines that all outcomes are achieved satisfactorily.

A student must:

- produce work that demonstrates achievement of the outcomes.
- submit work on time.
- submit work that is clearly their own.
- observe the VCAA and school rules.

If a teacher judges that all outcomes are achieved, the student satisfactorily completes the unit.

Not Satisfactory VCE Unit Result

A student receives ‘N’ for the unit when one or more of the outcomes are not achieved because:

- the work does not demonstrate achievement of the outcomes.
- the student has failed to meet a school deadline for the assessment task, inclusive if an extension of time has been granted for any reason, including Special Provision.
- the work cannot be authenticated.
- there has been a substantial breach of rules, including cheating and subject class attendance rules.



VCE Unit Result of J

The student receives a “J” result for the unit when a student is no longer attending classes and/or has not submitted work for assessment.

The “J” result is not reported on the student’s statement of results. The Units with a “J” result are made available to VTAC and are treated as equivalent to those with an “N” result.

Internal Examinations

Internal Assessments must reflect what is required at Units 3-4 to provide the best possible learning preparation for the following year. The assessment tasks during the semester are used to allow students to exhibit Learning Outcomes, while formal exams in June and November complete the preparation for Units 3-4.

Year 11 Exams

There will be a Semester 1 Exam in Term 2.

During the exam period, no formal classes will operate. Attendance at exams is compulsory for all students. These exams are important and are a student’s best guide to their likely performance in Year 12.

Types of External Examinations

The General Achievement Test (GAT) assesses the following skills and domains:

- Literacy and Numeracy
- Mathematics, Science and Technology
- The Arts and Humanities
- Critical and Creative Thinking

All Units 3-4 students are required to sit for GAT regardless of their year level, unless exempted by VCAA. Relevant information on GAT is available at <https://www.vcaa.vic.edu.au/assessment/vce-assessment/general-achievement-test/Pages/index.aspx>

VCE examinations are organised by the VCAA, and these are typically held in in late October and November each year. Oral examinations for LOTE subjects are conducted before the written examinations begin.

GAT and VCE examinations from the previous years, as well as the suggested solutions, are available on the VCAA’s website. Students are also encouraged to access and study the examiners’ reports of the past VCE examinations.

Percentage Range For SAC Grades

A+	90-100
A	80-89
B+	70-79
B	60-69
C+	55-59
C	50-54
D+	45-49
D	40-44
E+	30-39
E	0 - 29
NOTE - Pass is 50% & above	

Assessment Redemption Policy

Failed SAC

Any student who receives an E+, E or UG grade for a SAC has FAILED that SAC. All students who failed a SAC will be given multiple opportunities to redeem the assessment to obtain an “S” result. Successful completion of the assessment via redemption will change the result to an ‘S’ however the original score will not be updated.

Absence from SACs

It is compulsory for all students to attend every formal assessment tasks. Those who were absent will need to submit an application (with supporting evidence) to complete the missed assessment.

If a student knows that he/she is not able to attend on the day that an assessment is scheduled, he/she must apply for an extension. This application should be lodged at least one working day before the assessment date.

It is the responsibility of the student who is absent from a SAC with a valid reason to lodge a Catch-Up SAC Application with the VCE Coach immediately upon return to school. The application form can be found in the appendix section of this handbook.

If a student is absent from attending an assessment task (e.g. chapter test or SAC) without a valid reason (defined as approved absences), he/she receives a NA (Not Assessed) for that assessment

and possibly an ‘N’ for the assessment outcome(s). Nonetheless, although students can redeem for an “S” satisfactory result, the school score will remain as NA

The assessment flow chart on page 13 explains the redemption process in detail.

Authentication

In order to meet the requirements for satisfactory completion of a unit, students must submit work that is clearly their own. Other than work that is appropriately referenced and sourced (including websites), no part of a student’s work may be copied from any other person’s work. Students are advised to keep rough notes or some evidence that the final product is the result of the student’s research and drafting.

Plagiarism is never tolerated at the College. Teachers will explain to their students how to reference material with footnotes and bibliographies. The teacher will monitor the development of the task. The teacher will keep a record of this process. The teacher may consider it appropriate to ask the student to demonstrate his or her understanding of the outcome task at or about the time of submission of the work.

If the teacher is not satisfied that the work solely belongs to the student, the student may be required to:

- provide evidence of the development of the work.
- discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work.
- provide samples of other work
- complete a supervised supplementary assessment task related to the original task.
- attend an interview with the Head of Senior School or complete a test to demonstrate an understanding of the work.

In the event of a substantive breach of the rules, the school will be obliged to:

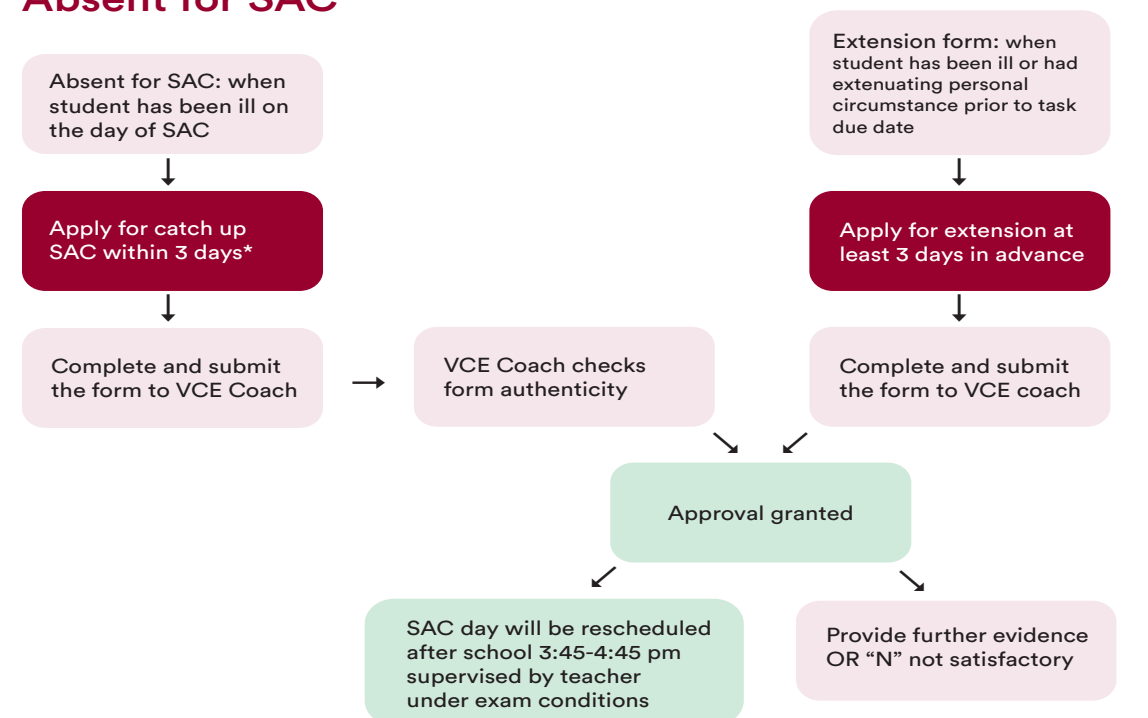
- reprimand the student.
- make other arrangements with the student for the re-submission of the outcome task; however, they will get zero for the assessment task.
- cancel the result for a specific task or cancel the total assessment for the unit concerned.



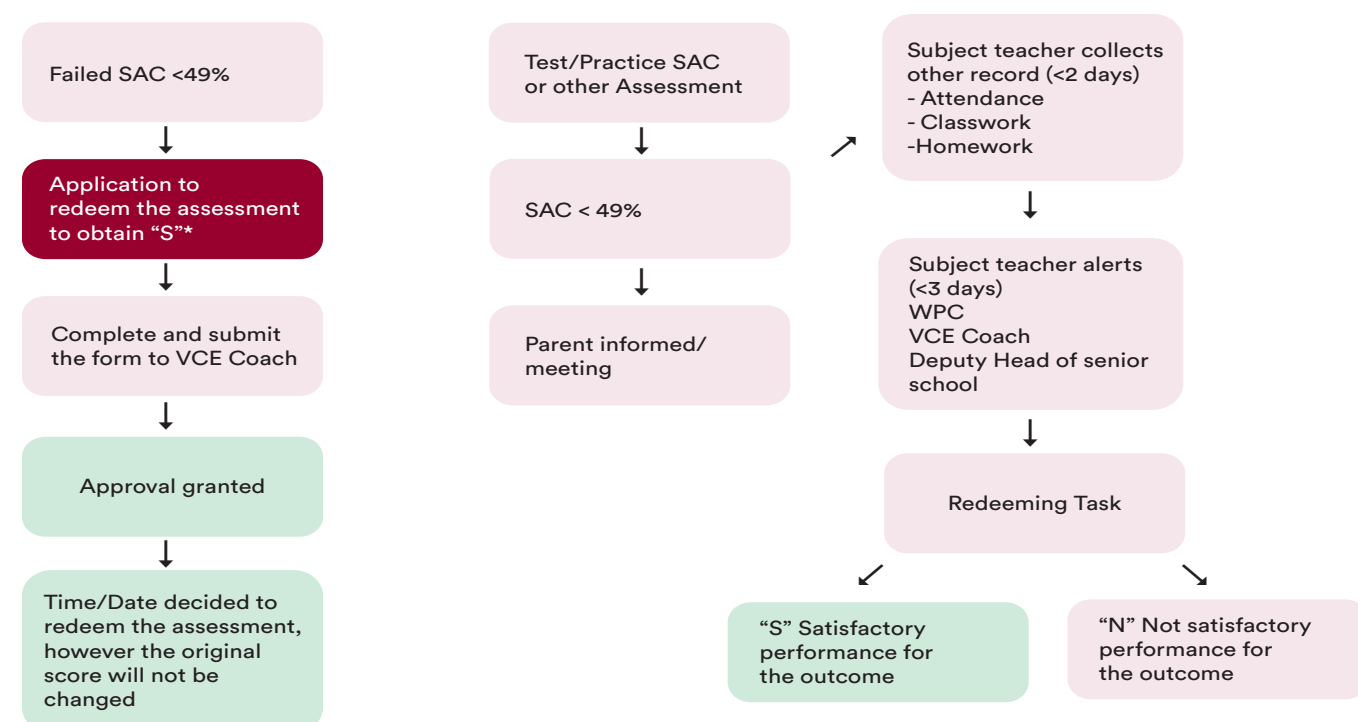


# Flow Chart of VCE Assessment Redemption Procedure

## Absent for SAC



## Failed SAC



# VCE Reporting

## Two End of Semester Reports

Semester reports are issued at the ends of Terms 2 and 4. They contain information about the student's attainment and specific information about each learning outcome

# Attendance Policy

The correlation between school attendance and student achievement levels is well established. Our Attendance Policy is designed to give students the fairest possible circumstances under which to complete their VCE.

The aims of the attendance policy are:

- to maintain a high standard of education at Minaret College and support students to achieve the best possible results.
- to ensure that students undertake the required coursework and to complete assessment tasks during class time.
- to authenticate students' own work through observations.

Therefore to satisfy the VCE rules and regulations as required by the VCAA Guidelines:

- students are expected to attend all scheduled lessons of a unit (excluding explained absences due to excursions, incursions, disciplinary consequences, sports, camps, sick leave, approved leave, or other school activities)
- students who do not attend 90% of the scheduled lessons will be required to meet with the Promotion Review Panel and may receive an 'N' if the absences are negatively impacting their ability to satisfactorily complete the unit requirements
- it is expected and required that personal appointments will be made out of class time.
- teachers will monitor students' attendance by taking rolls in every lesson.
- under VCAA guidelines, there is no appeal to the VCAA if a Student is penalised for breaching school attendance rules.

## When a student is absent

A medical certificate or an absence note written and signed by a parent/guardian must be submitted directly to the Year Level Wellbeing Coach on the student's return to school.

## When is a medical certificate required?

1. A medical certificate is required for absences of more than two consecutive days.
2. A medical certificate is required for absences on days when School-Assessed Coursework (SACs) or School-Assessed Task (SATs) are due.

The medical certificate must be attached to a note from the parent/guardian and submitted to the Year Wellbeing Coach. NA (Not Assessed) will be awarded to SACs and SATs when an absence is due to illness are not supported by a medical certificate or legitimate reasons (e.g., accidents, death)..

## Unexplained and Unapproved Absences

An unexplained absence is an absence where no explanation has been provided for the absence.

Examples of unexplained and unapproved absences include:

1. Holidays taken during school time without approval.
2. Other leisure activities such as hair appointments, driving lessons and shopping.
3. More than one absences covered by a parent or guardian note, but without a medical certificate, per semester.
4. Absent from a subject class without acceptable justification (e.g incursion, counselling) although the student is present at school.
5. Lateness to class of more than 10 minutes.

After three unauthorised absences from school or class, the parent/guardian will be contacted by the Year Level Wellbeing Coach to determine the consequences.

## Lateness

Students who are late to class disrupt the learning of their classmates who arrive on time. Continued lateness without valid reason may result in exclusion from a VCE class.



# Study Scores

A study score shows how well students have performed at Units 3 - 4 level compared to everyone else who took the same subject in that year. Study scores are calculated by the VCAA and are used by the Victorian Tertiary Admissions Centre (VTAC) to calculate the ATAR (Australian Tertiary Admission Rank).

Study scores come in two forms: raw scores and scaled scores. The generic maximum score is 50, and the mean (most commonly known as average) for the scaled scores is set at 30. Hence, if a student's scaled score is 31, this means that he/she achieved a score that is approximately higher than 50% of the Victorian students who did the same study.

The scaled score is adjusted yearly based on the performance of each year's cohort. Some studies are scaled up, down or minimally affected. Below is a sample of a study score predictor for English, i.e., if your raw score is 31, it may get scaled down to 29 (please see below). You may also check VCE Study Score Calculator | Deakin University.

# ATAR Calculation

The ATAR (Australian Tertiary Admissions Rank) is calculated from study scores in:

- a Units 3-4 sequence from the English group
- the top three Units 3-4 sequences, plus
- 10% of the next two best Units 3-4 sequences.

English/EAL and the top three Units 3-4 sequences are referred to as the primary four. The scaled scores of the primary four and the bonus two subjects are used to be aggregated (see below).

English

Accounting

Biology

Mathematical Methods

Business Management

Indonesian Second Language

30

40

39

28

27

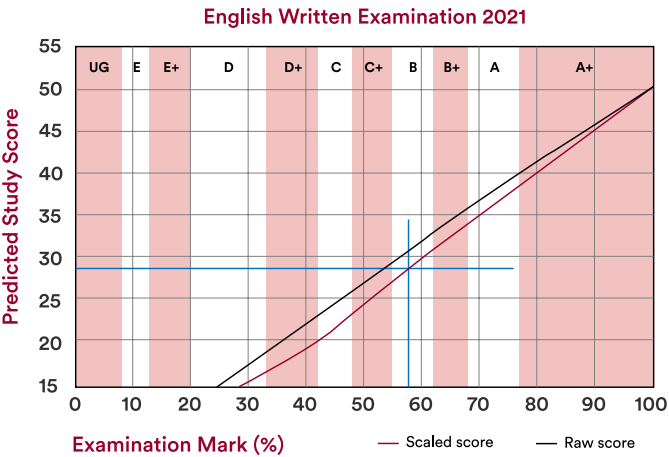
25

ATAR ESTIMATED:  
84.70

SELECTION RANK ESTIMATED:  
84.70

EXPLORE COURSES

Refer to ATAR Calculator (monash.edu)



# Tertiary Entrance Requirements

It is the responsibility of individual students to ensure that their chosen program meets the entrance requirements for any tertiary course they are interested in. Students should consult the VICTER document for their year level available at [www.vtac.edu.au](http://www.vtac.edu.au) or talk to a Careers Coach.

The following is a summary of tertiary entrance requirement for some of the university courses.

# Degrees in the Medical Field

## Medicine School Leaver – Monash University

Year 12 Prerequisite (Compulsory)

- Units 3 and 4: a study score of at least 35 in English (EAL) or at least 30 in English other than EAL
- Units 3 and 4: a study score of at least 30 in Chemistry.
- University Clinical Aptitude Test (UCAT)
- Interview (Only some domestic applicants)

\*ATAR Requirement: Highest 99.95 Median 97.7 Lowest 97.05

# Biomedical Science – Deakin University

Year 12 Prerequisite (Compulsory)

- Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.

\*ATAR Requirement: Highest 98.95 Median 80.55 Lowest 69.10

# Degrees in the Engineering Field

## Engineering Electrical and Electronics (Honours) – Deakin University

Year 12 Prerequisite (Compulsory)

- Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL
- Units 3 and 4: a study score of at least 20 in one of Maths: Mathematical Methods or Maths: Specialist Mathematics.

\*ATAR Requirement: Highest 95.20 Median 78.90 Lowest 72.70

## Engineering Chemical (Honours) – RMIT University

Year 12 Prerequisite (Compulsory)

- Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL
- Units 3 and 4: a study score of at least 20 in one of Maths: Further Mathematics, Maths: Mathematical Methods or Maths: Specialist Mathematics
- Units 3 and 4: a study score of at least 20 in Chemistry.

\*ATAR Requirement: Highest 98.55 Median 80.75 Lowest 61.55

# Engineering (Diploma)/ Engineering Honours (Industrial) (Degree) – La Trobe College

Year 12 Prerequisite (Compulsory)

- Units 3 and 4: satisfactory completion of any English
- Units 3 and 4: satisfactory completion in one of Maths: Mathematical Methods or Maths: Specialist Mathematics.

\*ATAR Requirement: No ATAR requirement

# Degrees in Arts

## Arts – Monash University

Year 12 Prerequisite (Compulsory)

- Units 3 and 4: a study score of at least 27 in English (EAL) or at least 25 in English other than EAL.

\*ATAR Requirement: Highest 99.10 Median 76.20 Lowest 62.15

### Major Studies

Anthropology, Archaeology and ancient history, Arts, Behavioural studies (minor), Bioethics (minor), Chinese studies, Communications and media studies, Criminology, Critical performance studies (minor), Economics, European languages (French, German, Italian, or Spanish and Latin American), Film and screen studies, Gender studies, Global Asia, Health humanities, History, Holocaust and genocide studies (minor), Human geography, Human rights, Humanities, Indigenous cultures and histories, Indonesian studies, International relations, International studies, Japanese studies, Jewish studies (minor), Journalism, Korean studies, Languages, Linguistics and English language, Literary studies, Music, Philosophy, Politics, Psychology, Social science, Sociology.

## Arts – Deakin University

Year 12 Prerequisite (Compulsory)

- Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.

\*ATAR Requirement: Highest 95.05 Median 67.05 Lowest 50.0

### Major Studies

Animation (Burwood, Online, minor only), Anthropology, Arabic (Burwood, Online), Chinese, Criminology, Design thinking (minor only), Education (Burwood, Online), English - children's literature,



English - creative writing, English - literature, Film and television studies (Burwood, Online, minor only), Gender and sexuality studies, History, Indigenous studies (Online, minor only), Indonesian, International relations, Media and communication, Media studies (Burwood, Online), Performing arts (Burwood), Philosophy, Politics and policy studies, Public relations studies, Religious studies, Social media, Sociology, Spanish (major Burwood, Online; minor, Burwood, Online, Waurin Ponds), Sport and society (minor only), Sport journalism, Strategic advertising (Burwood, Online), Visual arts and photography (Burwood), Visual communication design, Web design (minor only).

Arts – The University of Melbourne

- Year 12 Prerequisite (Compulsory)
- Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.
- \*ATAR Requirement: Highest 99.85 Median 91.05 Lowest 68.30

**Major Studies**

Ancient world studies, Anthropology, Arabic studies, Art history, Asian studies, Chinese societies (minor), Chinese studies, Classics, Creative writing, Criminology, Development studies (minor), Economics, English and theatre studies, English language studies (minor), Environmental studies (minor), European studies (minor), French studies, Gender studies, Geography, German studies, Hebrew and Jewish studies, History, History and philosophy of science, Indigenous studies, Indonesian studies, Islamic studies, Italian studies, Japanese societies (minor), Japanese studies, Knowledge and learning (minor), Korean studies (minor), Law and justice (minor), Linguistics and applied linguistics, Media and communications, Medieval and early modern studies (minor), Philosophy, Politics and international studies, Psychology, Russian studies, Screen and cultural studies, Sociology, Spanish and Latin American studies.

Degrees in Science

Science – Monash University

- Year 12 Prerequisite (Compulsory)
- Units 3 and 4: a study score of at least 27 in

English (EAL) or at least 25 in English other than EAL

- Units 3 and 4: a study score of at least 25 in one of Biology, Chemistry, Environmental Science, Geography, Maths: Mathematical Methods, Maths: Specialist

\*ATAR Requirement: Highest 99.90 Median 84.75 Lowest 72.10

**Major Studies**

Anatomy and developmental biology, Applied mathematics, Astrophysics, Biochemistry, Botany, Chemistry, Climate and atmospheric science, Computational science, Earth science, Ecology and conservation biology, Environmental science, Financial and insurance mathematics, Genetics and Genomics, Geographical science, Geosciences, Human pathology, Immunology, Mathematical statistics, Mathematics, Microbiology, Molecular biology (minor), Pharmacology, Physics, Physiology, Plant sciences, Psychology, Pure mathematics, Science, Statistics, Zoology.

Science – Deakin University

- Year 12 Prerequisite (Compulsory)
- Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.
- \*ATAR Requirement: Highest 95.70 Median 67.45 Lowest 51.65

**Major Studies**

Animal biology, Biochemistry, Biology, Botany, Cell biology and genomics, Chemistry, Ecology, Ecosystems, Environmental geology, Environmental science, Genetics & genomics, Human biology, Mathematics, Mathematics (modelling), Microbiology, Palaeontology (Burwood), Physiology, Plant biology.

Science – Swinburne University of Technology

- Year 12 Prerequisite (Compulsory)
- Units 3 and 4: a study score of at least 25 in English other than EAL or at least 30 in English (EAL)
  - Units 3 and 4: a study score of at least 20 in any Mathematics
- \*ATAR Requirement: Highest 94.55 Median 67.95 Lowest 50.70

**Major Studies**

Applied mathematics, Biochemistry, Biotechnology,

Chemistry, Environmental science, Physics.

(\*ATAR reported exclude adjustment factors)

General Achievement Test

The General Achievement Test (GAT) is an assessment prepared and marked by VCAA to test the following skills and domains:

- Literacy and Numeracy
- Mathematics, Science and Technology
- The Arts and Humanities
- Critical and Creative Thinking

All students enrolled in Units 3 and 4 of any VCE subject must sit the GAT, unless exempted by VCAA.

GAT results do not contribute towards ATAR calculation. However, its results are used to statistically moderate school-based assessment results and help in the calculation of Derived Examination Scores (DES). DES is only applicable if it is necessary due to illness, accident, or trauma. Students will receive their GAT results in the Statement of Results produced by VCAA.

VCE Special Provisions

In providing the best and fair opportunity for every VCE student, arrangements and allowances can be made in teaching/learning and assessments. These special provisions would assist students in their studies and formal assessments. Schools and the VCAA have different procedures in granting the special provisions allowed for each student. At schools, proper documentation is required to ensure eligibility for special provisions in classroom learning and school-based assessment. Students shall demonstrate that they could be adversely affected by an acute or chronic illness, an impairment or disability, and/or factors relating to personal circumstance. The VCE team works with the school counsellors, wellbeing coaches, and special-need coach to determine the nature of the provisions granted.

Meanwhile, the VCAA is responsible for provisions for VCE external assessments, including the General Achievement Test (GAT). It aims to approve provisions that are consistent with those that are already implemented by the school. VCAA offers two types of provisions: Special Examination Arrangements (SEA), and/or A Derived Examination Score (DES).

**SEA may be approved by the VCAA for students with disabilities, illnesses, or other circumstances. Those who demonstrate that their capacity to access a VCE external assessment is impaired, due to one or more of the following, are eligible to apply for SEA:**

- Mental health condition
  - Health impairment
  - Physical disability
  - Specific learning disorder
  - Language disorder
  - Deaf and hard of hearing
  - Vision impairment
  - Motor disorder
- \* Eligibility criteria in 2023

**Special Examination Arrangements may include:**

- Rest breaks and/or extra working time
- Separate rooms for individual students
- Use of computers, tablets, and/or assistive technology
- Readers, scribes, clarifiers, AUSLAN interpreters
- Alternative format examination papers
- Alternative examination venues

Students who experience an illness, an injury, or personal trauma before or during VCE external assessment should discuss with the VCE coach, if applying for Emergency SEA could help them sit their examinations. As an alternative to emergency SEA, affected students whose result is unlikely to be a fair or accurate indication of their learning or achievement in the study may apply for DES. If their application is approved, a DES will be calculated by the VCAA. Both SEA and DES applications are submitted to VCAA through school. It requires complete and supportive evidence, as well as the approval of the executive principal.





# External Leadership Awards for Year 10, 11 & 12 Students

Our college has been participating in a number of external leadership awards as we celebrate our students’ exceptional contributions in all or some of the following capabilities:

- Academic achievements
- Leadership potential
- Community involvement
- Sports achievements
- Strong moral character

The Leadership Awards	Year Levels
AMPOL Best All Rounder Award (formerly known as CALTEX Awards) AMPOL Australia’s Best All Rounder	Year 12
ADF Long Tan Youth Leadership & Teamwork Award	Year 10 & 12
ADF Future Innovators Award	Year 10 & 12
Kwong Lee Dow Young Scholars Program	Year 10
Melbourne Principals Scholarship	Year 12
Australian Olympic Change-Maker	Year 10, 11 & 12
La Trobe Leadership and Community Service Award (Jason Wood MP)	Year 12 Officer Campus only
Community Spirit and Leadership Award (Clare O’Neil Federal Member for Hotham)	Year 12 Springvale Campus only
VCE Leadership Award	Year 11 or 12

For more information on the awards criteria and submission dates, please refer to the relevant wellbeing coaches.



# Useful VCE Websites

## VCAA ([www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au))

Provides information on VCE subjects including content, assessment and examinations.

## VTAC ([www.vtac.edu.au](http://www.vtac.edu.au))

Provides information on various tertiary courses including ATAR, number of offers, prerequisites, middle band and extra requirements. It also administers tertiary course, SEAS and some scholarship applications.

## Labour Market Insights (<http://labourmarketinsights.gov.au>)

Provides information on job prospects, employment statistics, weekly earnings, vacancies, training and required skills for various jobs and includes a career quiz.

## myfuture ([www.myfuture.edu.au](http://www.myfuture.edu.au))

As well as providing detailed information on a wide variety of jobs including their tasks, skills and training, enables searches for specific scholarships and includes a mini career explorer and career profile.

# Partnership with TSSM

TSSM is ‘widely regarded as Victoria’s leading provider of quality VCE tuition. Its specialised Exam Preparation and Head Start courses provide VCE students and teachers with the resources and inspiration they need to optimise VCE scores. TSSM has a huge pool of qualified VCE teachers who are highly regarded as subject experts and mark the official VCAA examinations.

As part of our VCE Support program to students, Minaret College has established a partnership with TSSM in order to enhance the capacity of our Senior Secondary School students in their VCE Program and ultimately lead to better outcomes in their overall VCE results. Given that TSSM offers almost all the subjects covered in the Minaret College VCE program, many students will benefit from the partnership inshaAllah.



# Glossary of Terms

## ATAR – Australian Tertiary Admissions Rank

It is the overall ranking on a scale of 0-100 that is given to a candidate based on the study scores achieved. The ATAR is used by universities and TAFE institutes to select students for their courses.

## GAT - General Achievement Test

A test that is done by all students studying a Units 3-4 sequence. It is used by the VCAA to check that schools are marking school-assessed tasks to the same standard and used as part of statistical moderation of coursework.

## HOSS

Head of Senior School

## Outcomes

What a student must know or be able to do when a unit is completed.

## SAC - School Assessed Coursework

The assessment of work, done mainly in class time, to establish how a student is performing in Units 3-4.

## SAT - School Assessed Task

A task done in some studies to assess how a student is performing in Units 3-4 that is set and marked by teachers according to VCAA specifications.

## Satisfactory Completion

This means that a student has successfully completed all the outcomes of a unit in a particular study and an “S” has been given. If an outcome of a unit is not satisfactorily completed, an “N” is given for that unit.

## Statement of Results

A set of documents, which formally state the results a student has achieved in the VCE and whether the student has graduated.

## Statistical Moderation

The process used to adjust each school’s coursework scores for each study to match the level and spread of the combined examination and GAT scores for the students in that school doing that study.

## Study

A subject available in the VCE and made up of a sequence of four semester units.

## Study Design

The description of the content of a study and how students’ work is to be assessed. The VCAA publishes a Study Design for each VCE study. All VCE providers must adhere to the study designs.

## Study Score

A score from 0-50, which shows how a student has performed in a study, relative to all other students doing that same study. It is based on the results in school assessments and external examinations.

## VTAC –Victorian Tertiary Admissions Centre

The organisation which administers a selection system for undergraduate courses on behalf of Victorian universities, TAFE institutes and independent tertiary colleges.

## VCAA – Victorian Curriculum and Assessment Authority

The Victorian state government authority responsible for setting VCE curriculum and VCE coursework assessment and examinations.







# Accounting

VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT). Students apply critical thinking skills to a range of business situations to model alternative outcomes and to provide accounting advice to business owners. In business decision-making, financial as well as ethical considerations (incorporating social and environmental aspects) should be taken into account.



## Unit 1: Role of Accounting in Business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

Students record financial data and prepare reports for service businesses owned by sole proprietors.

### Area of study 1

→ The role of accounting

### Area of study 2

→ Recording financial data and reporting accounting information for a service business



## Unit 2: Accounting and decision making for a trading business

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets.

They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance

### Area of study 1

→ Accounting for inventory

### Area of study 2

→ Accounting for and managing accounts receivable and accounts payable

### Area of study 3

→ Accounting for and managing non-current assets



## Unit 3: Financial accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

### Area of study 1

→ Recording and analysing financial data

### Area of study 2

→ Preparing and interpreting accounting reports



## Unit 4: Recording, reporting, budgeting and decision-making

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

### Area of study 1

→ Extension of recording and reporting

### Area of study 2

→ Budgeting and decision-making







# Applied Computing

VCE Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information and software security. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.



## Unit 1: Applied Computing

Students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

In Area of Study 1, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. In Area of Study 2 students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.



## Unit 2: Applied Computing

In this unit students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

In Area of Study 1 students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

## In year 12 Students have a choice between Data Analytics and Software Development

# Data Analytics



## Unit 3: Data Analytics

Students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Area of Study 1 students respond to teacher-provided solution requirements and designs. Students develop data visualisations and use appropriate software tools to present findings. Appropriate software tools include database, spreadsheet and data visualisation software.

In Area of Study 2 students propose a research question, prepare a project plan, collect and analyse data, and design infographics or dynamic data visualisations. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

### Area of study 1

→ Data analytics

### Area of study 2

→ Data analytics: analysis and design



## Unit 4: Data Analytics

Students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into infographics or dynamic data visualisations, and evaluate the solutions and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2 students investigate security practices of an organisation. They examine the threats to data and information, evaluate security strategies and recommend improved strategies for protecting data and information.

### Area of study 1

→ Data analytics: development and evaluation

### Area of study 2

→ Cyber Security: data and information security

# Software Development



## Unit 3: Software Development

Students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Area of Study 1 students respond to teacher-provided solution requirements and designs and develop a set of working modules through the use of a programming language. Students examine a simple software requirements specification and a range of software design tools in order to apply specific processing features of a programming language to create working modules. In Area of Study 2 students analyse a need or opportunity, select an appropriate development model, prepare a project plan, develop a software requirements specification and design a software solution. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

### Area of study 1

→ Software development: programming

### Area of study 2

→ Software development: analysis and design





## Unit 4: Software Development

Students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into a software solution and evaluate the solution, chosen development model and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2 students examine the security practices of an organisation and the risks to software and data during the development and use of the software solutions.

### Area of study 1

→ Software development: development and evaluation

### Area of study 2

→ Cyber Security: software security







# Art Making & Exhibiting

Learning in VCE Art Making and Exhibiting provides students with opportunities to recognise their individual potential as artists, encourages self-expression and creativity, and can build confidence and a sense of individual identity. The study allows students to explore and experiment in creating, developing and engaging with the visual arts and helps build a strong skill set. Learning through, about and in the visual arts develops students' critical thinking skills and their ability to interpret the worlds they live in. Students are encouraged to work both independently and collaboratively, as learning from each other can develop innovative and exciting ideas.

By engaging with artworks in different galleries, museums, other exhibition spaces and site-specific spaces, either in person or using online content, students have the opportunity to view and research artworks and artists from local, national and international contexts. They also gain an understanding of how institutions present and display artworks and how they work with artists.



## Unit 1: Explore, expand and investigate

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use.

### Area of study 1

→ Explore – materials, techniques and art forms

### Area of study 2

→ Expand – make, present and reflect

### Area of study 3

→ Investigate – research and present



## Unit 2: Understand, develop and resolve

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. The planning and development of at least one finished artwork are documented in their Visual Arts journal.

### Area of study 1

→ Understand – ideas, artworks and exhibition

### Area of study 2

→ Develop – theme, aesthetic qualities and styles

## Area of study 3

→ Resolve – ideas, subject matter and style



## Unit 3: Collect, extend and connect

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

Students use their Visual Arts journal to record their art making. They record their research of artists, artworks and collected ideas and also document the iterative and interrelated aspects of art making to connect the inspirations and influences they have researched. The Visual Arts journal demonstrates the students' exploration of contexts, ideas and subject matter and their understanding of visual language. They also document their exploration of and experimentation with materials, techniques and processes. From the ideas documented in their Visual Arts journal, students plan and develop artworks. These artworks may be made at any stage during this unit, reflecting the students' own ideas and their developing style.

### Area of study 1

→ Collect – inspirations, influences and images

### Area of study 2

→ Extend – make, critique and reflect

## Area of study 3

→ Connect – curate, design and propose



## Unit 4: Consolidate, present and converse

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in -specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

The progress of individual student artworks is an important element of Unit 4, and throughout the unit students demonstrate their ability to communicate to others about their artworks. They articulate the development of subject matter, ideas, visual language, their choice of materials, their understanding of the inherent characteristics and properties of the material, their use of techniques and processes, and aesthetic qualities. Acting on their critique from Unit 3, students further develop their ideas and broaden their thinking to make new artworks.

### Area of study 1

→ Consolidate – refine and resolve

### Area of study 2

→ Present – plan and critique





# Biology

The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries. An understanding of the complexities and diversity of biology provides students with the opportunity to appreciate the interconnectedness of concepts and areas both within biology, and across biology and the other sciences. An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of scientific investigation methodologies, to develop key science skills, and to interrogate the links between knowledge, theory and practice.



## Unit 1: How do organisms regulate their functions?

In this unit, students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment. A student- adapted or student-designed scientific investigation is undertaken in Area of Study 3.

### Area of study 1

→ How do cells function?

### Area of study 2

→ How do plant and animal systems function?

### Area of study 3

→ How do scientific investigations develop understanding of how organisms regulate their functions?



## Unit 2: How does inheritance impact on diversity?

In this unit, students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expressions and predict outcomes of genetic crosses. Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, physiological and behavioural adaptations that enhance an organism's survival and consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the Australian ecosystems.

### Area of study 1

→ How is inheritance explained?

### Area of study 2

→ How do inherited adaptations impact on diversity?

### Area of study 3

→ How do humans use science to explore and communicate contemporary bioethical issues?



## Unit 3: How do cells maintain life?

In this unit, students explore the relationship between nucleic acids and proteins as key molecules in cellular processes in prokaryotic and eukaryotic cells. They explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices. Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue. Examples of investigation topics include, but are not limited to: discovery and development of the model of the structure of DNA; proteomic research applications including CRISPR-Cas9.

### Area of study 1

→ What is the role of nucleic acids and proteins in maintaining life?

### Area of study 2

→ How are biochemical pathways regulated?



## Unit 4: How does life change and respond to challenges?

In this unit, students study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease. They consider how evolutionary biology is based on the accumulation of evidence over time in molecular biology. Students demonstrate and apply their knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis and/or bioethical issues in either Unit 3 or Unit 4.

### Area of study 1

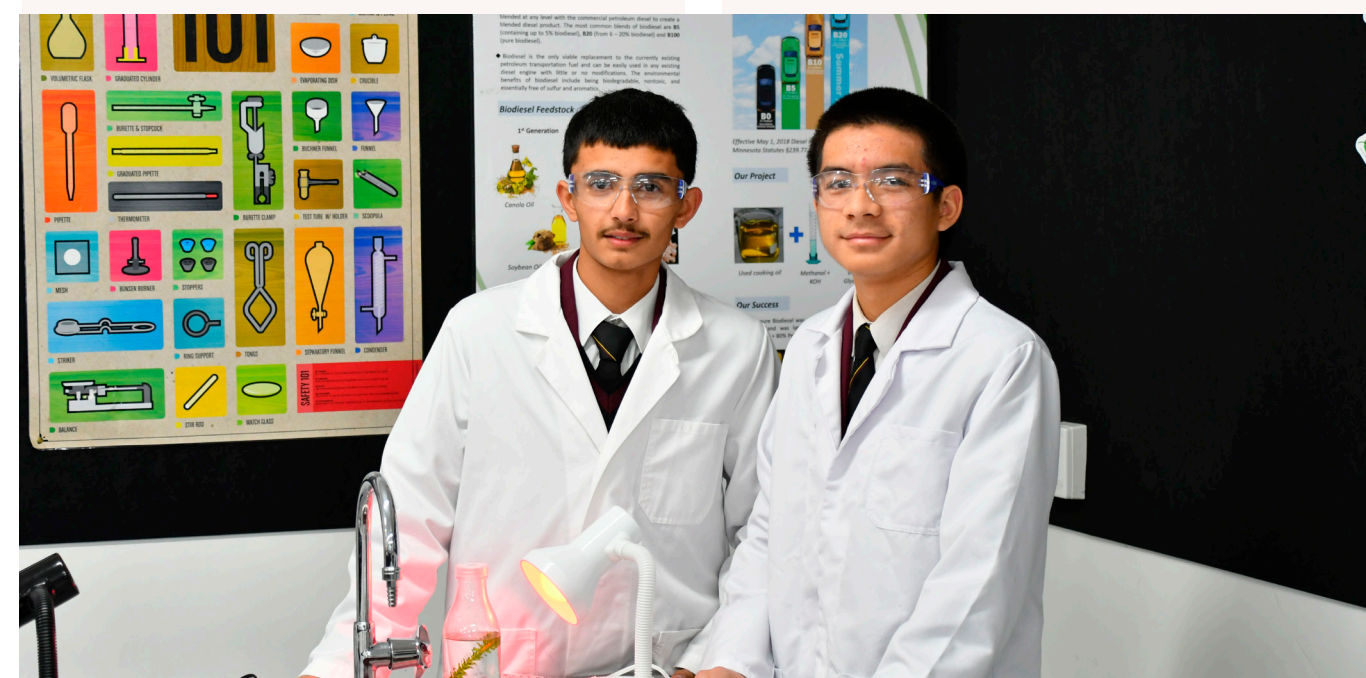
→ How do organisms respond to pathogens?

### Area of study 2

→ How are species related over time?

### Area of study 3

→ How is Scientific inquiry used to investigate cellular processes and/or biological change?





# Business Management

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as ethical and socially responsible members of society, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of VCE Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager, or executive manager. Further study can lead to specialisation in areas such as marketing, public relations, and event management.



## Unit 1: Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

### Area of study 1

→ The business idea

### Area of study 2

→ Internal business environment and planning

### Area of study 3

→ External business environment and planning



## Unit 2: Establishing a business

This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.

### Area of study 1

→ Legal requirements and financial considerations

### Area of study 2

→ Marketing a business

### Area of study 3

→ Staffing a business



## Unit 3: Managing a business

In this unit students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives, and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.

### Area of study 1

→ Business foundations

### Area of study 2

→ Human resource management

### Area of study 3

→ Operations management



## Unit 4: Transforming a business

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of effective management and leadership in change management. Using one or more contemporary business case studies from the past four years, students evaluate business practice against theory.

### Area of study 1

→ Reviewing performance – the need for change

### Area of study 2

→ Implementing change





# Chemistry

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes. Students explore the impact of chemistry on their own lives, and on society and the environment and develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical contexts of scientific endeavours.



## Unit 1: How can the diversity of materials be explained?

In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

A student-directed research investigation into the sustainable production or use of a selected material is to be undertaken in Area of Study 3.

### Area of study 1

→ How do the chemical structures of materials explain their properties and reactions?

### Area of study 2

→ How are materials quantified and classified?

### Area of study 3

→ How can chemical principles be applied to create a more sustainable future?



## Unit 2: How do chemical reactions shape the natural world?

In this unit students analyze and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3.

### Area of study 1

→ How do substances interact with water?

### Area of study 2

→ How are substances measured and analysed?

### Area of study 3

→ How do quantitative scientific investigations develop our understanding of chemical reactions?



## Unit 3: How can design and innovation help to optimise chemical processes?

Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.

### Area of study 1

→ What are the current and future options for supplying energy?

### Area of study 2

→ How can the yield of a chemical product be optimised?



## Unit 4: How are carbon-based compounds designed for purpose?

Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules.

### Area of study 1

→ How are organic compounds categorised and synthesised?

### Area of study 2

→ How are organic compounds analysed and used?

### Area of study 3

→ How is scientific inquiry used to investigate the sustainable production of energy and/or materials?







# English and EAL

VCE English and English as an Additional Language (EAL) focuses on the how English language is used to create meaning in print and digital texts of varying complexity. Texts selected for study are drawn from the past and present, from Australia and from other cultures, and comprise many text types, including media texts, for analysis of argument. The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

**Students who have been in Australia for less than seven years - and for whom English is not their first language - are eligible to study English as an Additional Language instead of studying English.**



## Unit 1: English Students

On completion of this unit students should be able to make personal connections with, and explore the vocabulary, text structures, language features and ideas in a text. Students should be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes.

### EAL Students

On completion of this unit the student should be able to make personal connections with, and identify selected vocabulary, text structures, language features and ideas in, a text.

In this unit the student should be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe decisions made about selected vocabulary, text structures, language features and conventions used during writing processes.

### Area of study 1

→ Reading and exploring texts

### Area of study 2

→ Crafting texts



## Unit 2: English Students

On completion of this unit students should be able to explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning. Students should be able to explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

### EAL Students

On completion of this unit the student should be able to identify and develop analysis of how the vocabulary, text structures, language features and ideas in a text construct meaning.

The student should be able to explore and develop analysis of persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

### Area of study 1

→ Reading and exploring texts

### Area of study 2

→ Exploring argument



## Unit 3: English Students

On completion of this unit the student should be able to analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.

The student should be able to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.

### EAL Students

On completion of this unit the student should be able to listen to and discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning.

On completion of this unit the student should be able to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to comment on their decisions made through writing processes.

### Area of study 1

→ Reading and creating texts

### Area of study 2

→ Creating Texts



## Unit 4: English Students

On completion of this unit the student should be able to analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning.

In this unit the student should be able to analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

### EAL Students

On completion of this unit the student should be able to discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning.

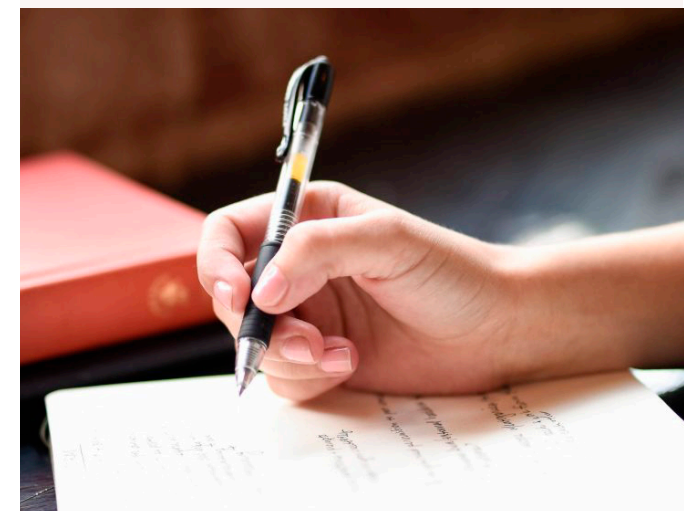
On completion of this unit the student should be able to analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

### Area of study 1

→ Reading and comparing texts

### Area of study 2

→ Analysing argument







# Health & Human Development

VCE Health and Human Development students investigate health and human development in local, Australian and global communities. Health is a dynamic condition that is influenced by complex interrelationships between individuals and biomedical and behavioural factors, as well as physical and social environments.



## Unit 1: Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students consider wellbeing to be an implicit element of health.

### Area of study 1

→ Health perspectives and influences

### Area of study 2

→ Health and nutrition

### Area of study 3

→ Youth health and wellbeing



## Unit 2: Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

### Area of study 1

→ Developmental transitions

### Area of study 2

→ Health care in Australia



## Unit 3: Australia's health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time.

Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

### Area of study 1

→ Understanding health and wellbeing

### Area of study 2

→ Promoting health and wellbeing



## Unit 4: Health and human development in a global context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO).

Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

### Area of study 1

→ Health and wellbeing in a global context

### Area of study 2

→ Health and the Sustainable Development Goals





# Legal Studies

VCE Legal Studies examines the institutions and principles that are essential to the Australian legal system. Students develop an understanding of the rule of law, law-makers, legal institutions, the relationship between the people and the Australian Constitution, the protection of rights in Australia, and the Victorian justice system.

Through applying knowledge of legal concepts and principles to a range of actual and / or hypothetical scenarios, students develop an ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They develop an appreciation of the ability of people to actively seek to influence changes in the law and analyse both the extent to which our legal institutions are effective, and whether the Victorian justice system achieves the principles of justice.



## Unit 1: The presumption of innocence

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

### Area of study 1

→ Legal foundations

### Area of study 2

→ Proving guilty

## Area of study 3

→ Sanctions



## Unit 2: Wrongs and rights

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

### Area of study 1

→ Civil liability

## Area of study 2

→ Remedies

## Area of study 3

→ Human Rights



## Unit 3: Rights and justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit, students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.

Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

### Area of study 1

→ The Victorian criminal justice system

### Area of study 2

→ The Victorian civil justice system



## Unit 4: The people and the law

The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

### Area of study 1

→ The people and the law makers

### Area of study 2

→ The people and the reform





# **Mathematics**

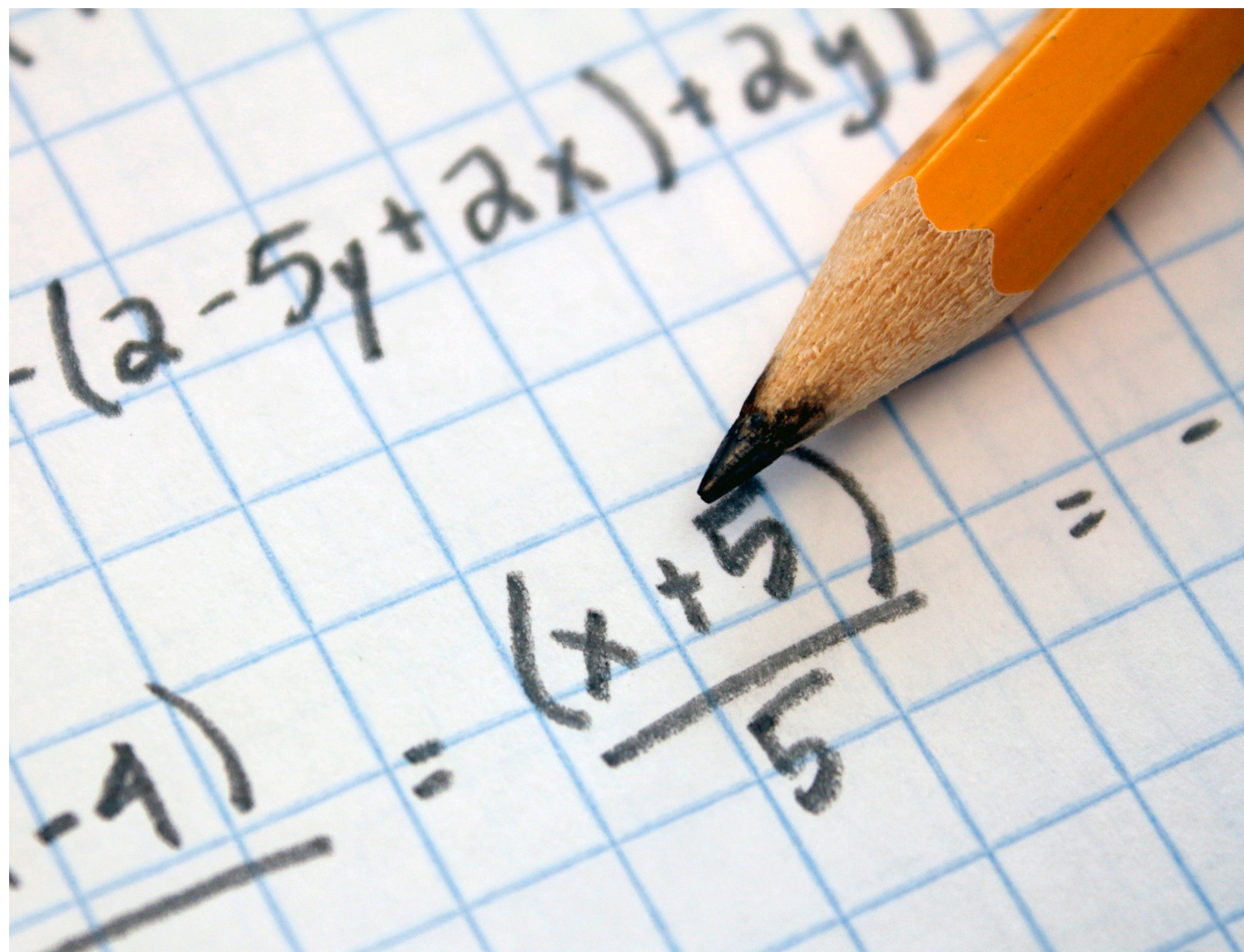
## What is Mathematics all about?

Mathematics is the study of function and pattern in number, logic, space and structure, and of randomness, chance, variability, and uncertainty in data and events. It is both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. Mathematics also provides a means by which people can understand and manage human and natural aspects of the world and interrelationships between these. Essential mathematical activities include conjecturing, hypothesising and problem-posing; estimating, calculating, computing and constructing; abstracting, proving, refuting and inferring; applying, investigating, modelling and problem-solving.

Mathematics studies consist of Units 1-4 in four separate courses:

- **Foundation Mathematics**
- **Mathematical Methods**
- **General Mathematics**
- **Specialist Mathematics**

All Units 1–4 mathematics have been developed as a sequence. Therefore, Units 1 and 2 cover assumed key knowledge and key skills in preparation for, and which can be assessed in, Units 3 and 4.



## Foundation Mathematics Units 1 & 2

Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society.

In Unit 1 students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives. The focus of Unit 2 is on extending breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work and personal or other familiar situations.

### Areas of study

- Algebra, number and structure
- Data analysis, probability and statistics
- Discrete mathematics – financial and consumer mathematics
- Space and measurement



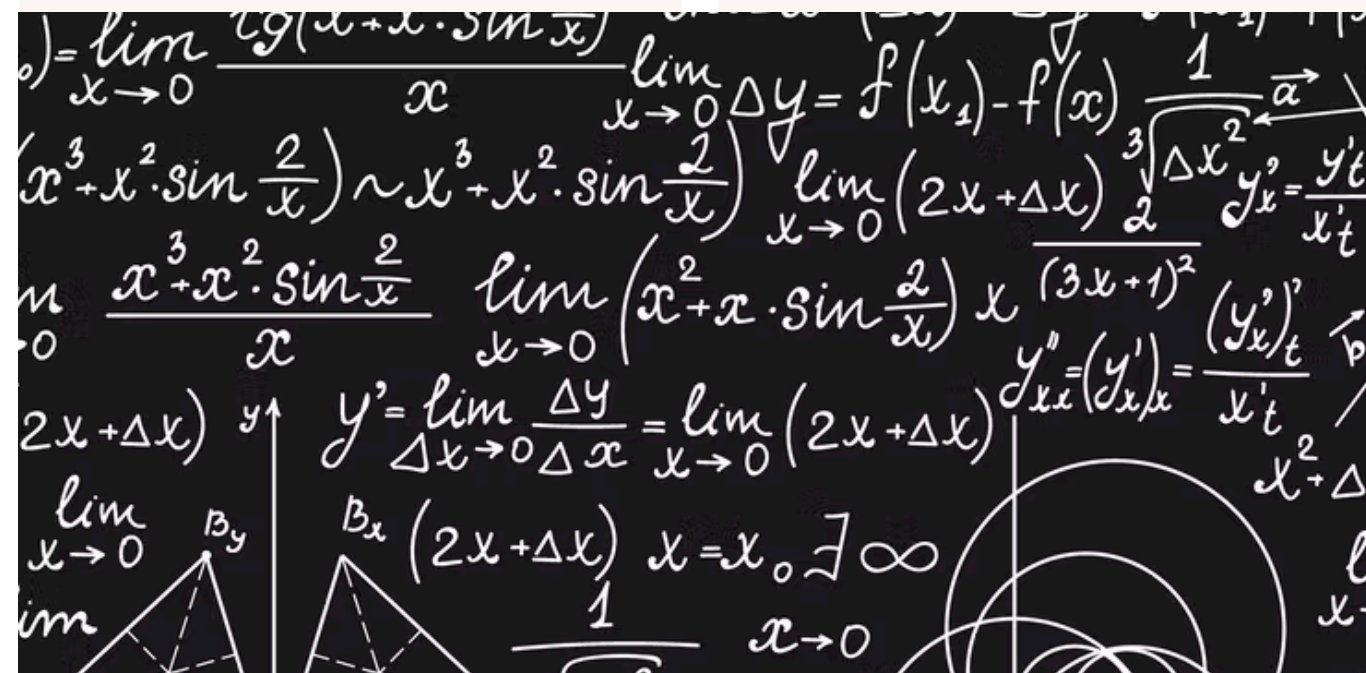
## Foundation Mathematics Units 3 & 4

This course focuses on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algebra, algorithms, measures, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

### Areas of study

- Algebra, number and structure
- Data analysis, probability and statistics
- Discrete mathematics – financial and consumer mathematics
- Space and measurement







## General Mathematics Units 1 & 2

To study General Mathematics students are required to pass Year 10 Mathematics. All the topics require students' understanding of skills and concepts from the Years 7-10 Mathematics Curriculum.

This study presents mathematical ideas that cater to a range of student interests and prepare them for multiple future pathways into career and further education.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. CAS calculator is required for this course.

### Areas of study 1

→ Data analysis, probability and statistics – investigate and compare data distributions and relationships between two numerical variables

### Areas of study 2

→ Algebra, number and structure – arithmetic and geometric sequences, recurrence relations and financial mathematics

### Areas of study 3

→ Functions, relations and graphs – linear functions, graphs and equations, transformations and modelling of non-linear data

### Areas of study 4

→ Discrete mathematics – matrices, graphs and networks

→ Space and measurement – space, measurement, and applications of trigonometry



## General Mathematics Units 3 & 4

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic statistical and financial functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

### Areas of study 1

→ Data analysis, probability and statistics – data distributions, associations between two variables, and modelling linear associations and time series

### Areas of study 2

→ Discrete mathematics – recursion and financial modelling, including depreciation of assets, compound interest investments and loans

### Areas of study 3

→ Functions, relations and graphs – Variation

### Areas of study 4

→ Space, measurement and applications of trigonometry



## Mathematical Methods Units 1 & 2

To study Mathematical Methods, students need to do very well in the Year 10 Mathematics and have excellent conceptual understanding and sound skills in secondary mathematics curriculum, with and without the use of technology.

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs and differentiation, with and without the use of technology.

There is a high volume of content in Mathematical Methods and students will be required to complete a significant amount of work. Hence, it is crucial that students take the progression of this subject from Unit 1 through to Unit 4 seriously.

### Areas of study 1

→ Functions, relations and graphs – functions and their graphs (e.g., polynomials, power, circular, exponential) in a variety of modelling contexts and theoretical investigations

### Areas of study 2

→ Algebra, number and structure – support students' work in the other areas of study

### Areas of study 3

→ Calculus – rates of change, differentiation and integration

### Areas of study 4

→ Data analysis, probability and statistics – basic probabilities, counting principles, and the use of lists, tables and diagrams to calculate probabilities



## Mathematical Methods Units 3 & 4

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of these units.

### Areas of study 1

→ Functions, relations and graphs – the applications of functions, their graphs and transformations (e.g., polynomials, power, circular, exponential, logarithm, hybrid functions)

### Areas of study 2

→ Algebra, number and structure – the algebra of functions, including composition of functions, inverse functions and the solution of equations

### Areas of study 3

→ Calculus – graphical treatment of limits, continuity and differentiability of functions of a single real variable, and differentiation, anti-differentiation and integration of these functions

### Areas of study 4

→ Data analysis, probability and statistics – discrete and continuous random variables, probability functions, and statistical inference for sample proportions

$$f(z) = \sum_{n=0}^{\infty} \frac{f^{(n)}(a)}{n!} (z-a)^n$$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$





## Specialist Mathematics Units 1 & 2

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof. This study has a focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. Study of Specialist Mathematics Units 3 and 4 also assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

### Unit 1

#### Areas of study 1

→ Algebra, number and structure – the development of formal mathematical notation, definition, reasoning and proof to solve problems

#### Areas of study 2

→ Discrete mathematics – the study of sequences, series and first-order linear difference equations, combinatorics, and matrices

### Unit 2

#### Areas of study 1

→ Data analysis, probability and statistics – the study of simulation, sampling and sampling distributions

#### Areas of study 2

→ Space and measurement – trigonometry, transformations, and vectors in the plane

#### Areas of study 3

→ Algebra, number and structure – complex numbers

#### Areas of study 4

→ Functions, relations and graphs – partial fractions; reciprocal and inverse circular functions and their graphs and simple transformations of these graphs; locus definitions of lines, parabolas, circles, ellipses and hyperbolas and the cartesian, parametric and polar forms of these relations



## Specialist Mathematics Units 3 & 4

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and key skills from Mathematical Methods Units 1 and 2; the key knowledge and key skills from Specialist Mathematics Units 1 and 2; and concurrent study or previous completion of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics Units 3 and 4, which are drawn on as applicable in the development of content from the areas of study and key knowledge and key skills for the outcomes.

#### Areas of study 1

→ Discrete mathematics - the development of mathematical argument and proof (e.g., conjectures, connectives, and proof techniques including mathematical induction)

#### Areas of study 2

→ Functions, relations and graphs – rational functions and other simple quotient functions, curve sketching of these functions and relations, and the analysis of key features of their graphs

#### Areas of study 3

→ Algebra, number and structure – the algebra of complex numbers, including polar form, factorisation of polynomial functions over the complex field

#### Areas of study 4

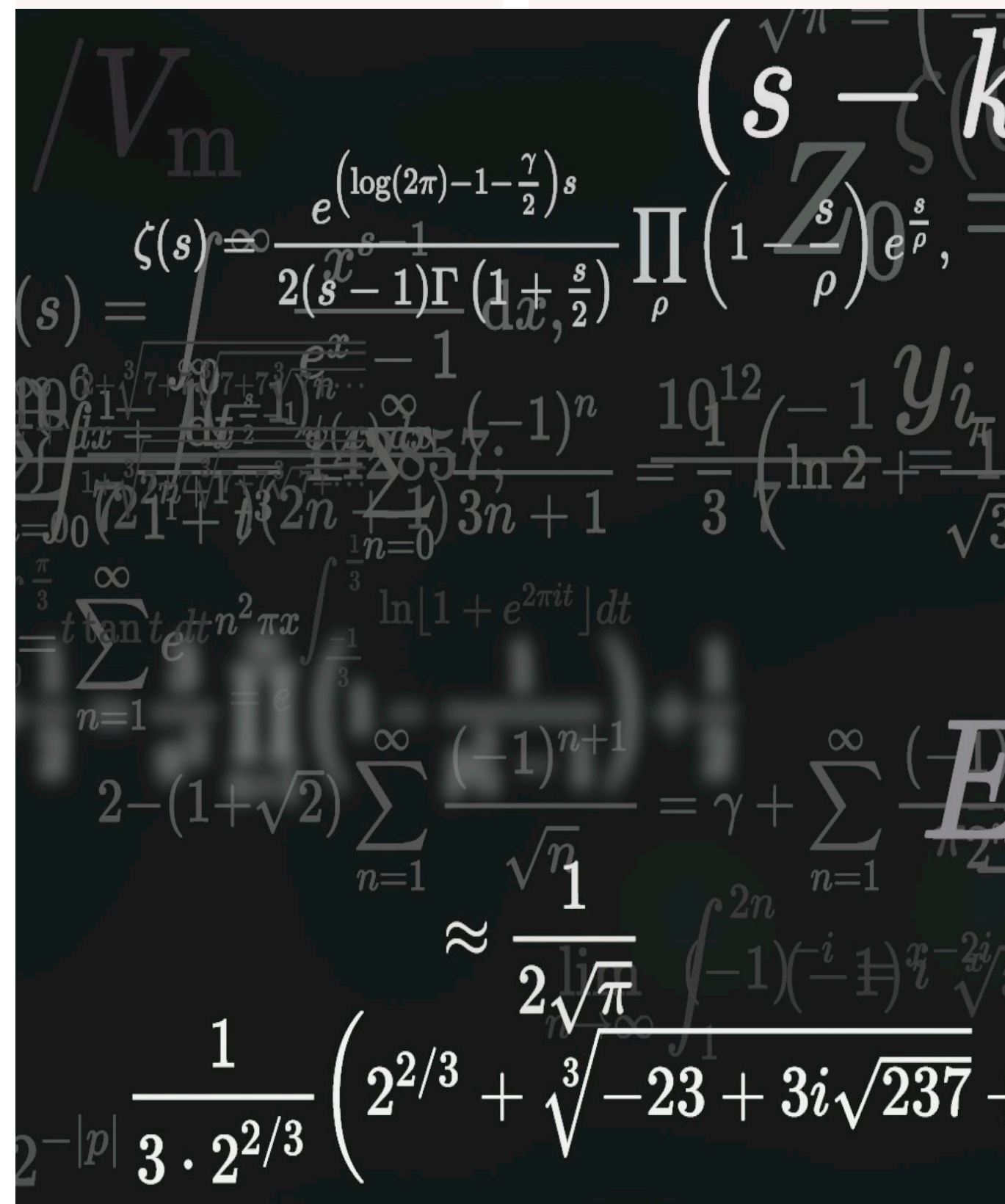
→ Calculus – the advanced calculus techniques for analytical and numerical differentiation and integration of a broad range of functions, and combinations of functions

#### Areas of study 5

→ Space and measurement – the arithmetic and algebra of vectors, vector and cartesian equations, and vector calculus

#### Areas of study 6

→ Data analysis, probability and statistics – the study of linear combinations of random variables and introductory statistical inference, the determination of confidence intervals, and hypothesis testing





# Physical Education

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity. The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise. Through integrated physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation in sport, exercise and physical activity.

## Unit 1: The human body in motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

### Area of study 1

→ How does the musculoskeletal system work to produce movement?

### Area of study 2

→ How does the cardiorespiratory system function at rest and during physical activity?



## Unit 2: Physical activity, sports and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts.

### Area of study 1

→ What are the relationships between physical activity, sport, health and society?

### Area of study 2

→ What are the contemporary issues associated with physical activity and sport?



## Unit 3: Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

### Area of study 1

→ How are movement skills improved?

### Area of study 2

→ How does the body produce energy?



## Unit 4: Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students

consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

### Area of study 1

→ What are the foundations of an effective training program?

### Area of study 2

→ How is training implemented effectively to improve fitness?





# Physics

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve. In Physics, students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories and laws.



## Unit 1: How is energy useful to society?

In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

### Area of study 1

→ How are light and heat explained?

### Area of study 2

→ How is energy from the nucleus utilized?

### Area of study 3

→ How can electricity be used to transfer energy?



## Unit 2: How does physics help us to understand the world?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

In Area of Study 1, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.

In Area of Study 2, students choose one of eighteen options, where the selection of the option enables students to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3.

### Area of study 1

→ How is motion understood?

### Area of study 2

→ Options

### Area of study 3

→ How do physicists investigate questions?



## Unit 3: How do fields explain motion and electricity?

In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

### Area of study 1

→ How do physicists explain motion in two dimensions?

### Area of study 2

→ How do things move without contact?

### Area of study 3

→ How are fields used in electricity generation?



## Unit 4: How have creative ideas and investigation revolutionised thinking in physics?

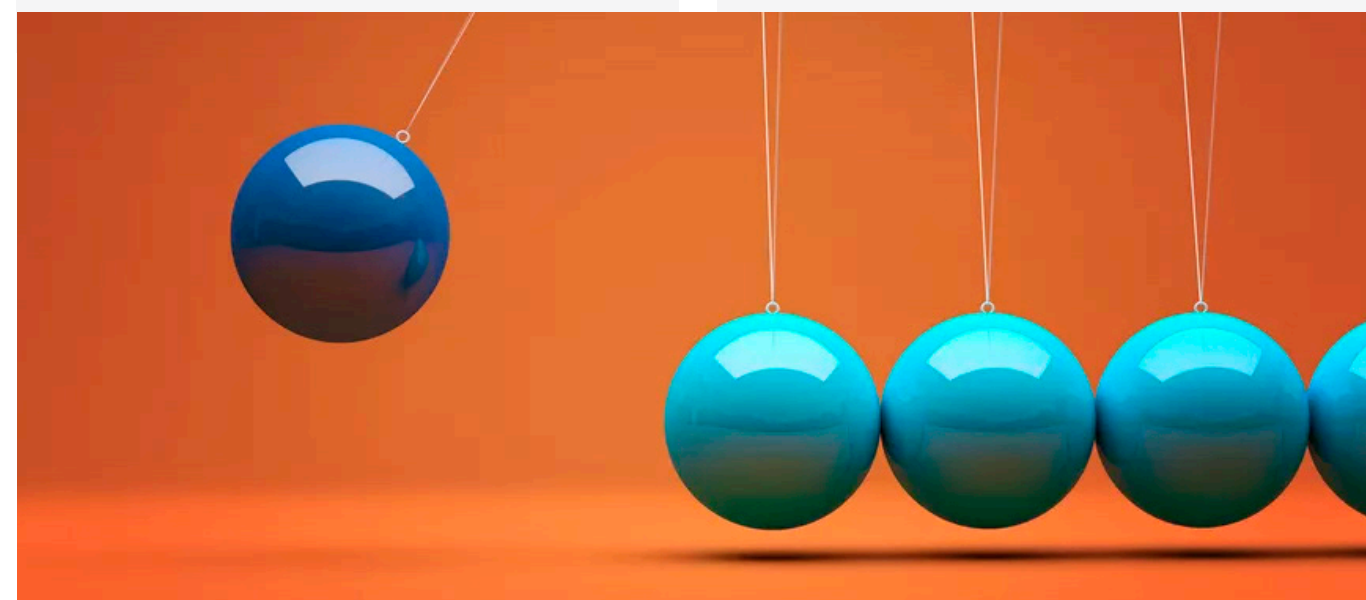
In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

### Area of study 1

→ How has understanding about the physical world changed?

### Area of study 2

→ How is scientific inquiry used to investigate fields, motion or light?







# Psychology

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act. VCE Psychology applies a biopsychosocial approach to the systematic study of mental processes and behaviour. Within this approach, different perspectives, models and theories are considered. Each of these has strengths and weaknesses, yet considered together they allow students to develop their understanding of human behaviour and mental processes and the interrelated nature of biological, psychological and social factors.



## Unit 1: How are behaviour and mental processes shaped?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

A student-directed research investigation into contemporary psychological research is undertaken in Area of Study 3.

### Area of study 1

→ What influences psychological development?

### Area of study 2

→ How are mental processes and behaviour influenced by the brain?

### Area of study 3

→ How does contemporary psychology conduct and validate psychological research?



## Unit 2: How do internal and external factors influence behaviour and mental processes?

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values.

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3.

### Area of study 1

→ How are people influenced to behave in particular ways?

### Area of study 2

→ What influences a person's perception of the world?

### Area of study 3

→ How do scientific investigations develop understanding of influence on perception and behaviour?



## Unit 3: How does experience affect behaviour and mental processes?

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory

### Area of study 1

→ How does the nervous system enable psychological functioning?

### Area of study 2

→ How do people learn and remember?



## Unit 4: How is mental wellbeing supported and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia.

A student-designed scientific investigation involving the generation of primary data related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3.

### Area of study 1

→ How does sleep affect mental processes and behaviour?

### Area of study 2

→ What influences mental wellbeing?

### Area of study 3

→ How is scientific inquiry used to investigate mental processes and psychological functioning?





# Religion & Society

The study of religion and society can assist students in reaching a deeper, balanced understanding of societies and cultures in which multiple worldviews coexist. Students explore how such societies and their religious traditions negotiate significant ethical issues. This study offers an insight into the religious beliefs and other aspects of religion that express these value systems. Students study the role of religions in supporting adherents to grapple with the big questions of human existence and to respond to significant life experiences.



## Unit 1: The role of religion in society

In this unit students explore the origins of religion and its role in the development of society, identifying the nature and purpose of religion over time. They investigate religion, including the contribution of religion generally to the development of human society. They also focus on the role of spiritualities and religious denominations in shaping personal and group identity over time. Students examine how individuals, groups and new ideas have affected and continue to affect spiritualities, religious traditions and religious denominations. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas, truth narratives, spiritualities and religious traditions broadly and in the Australian society in which they live.

### Area of study 1

→ The nature and purpose of religion

### Area of study 2

→ Religion through the ages

### Area of study 3

→ Religion in Australia



## Unit 2: Religion and Ethics

In this unit students study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in societies where multiple worldviews coexist. Students study the principles that guide decision making? Ethics is concerned with discovering the perspectives that guide practical moral judgment. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgments.

### Area of study 1

→ Ethical decision-making and moral judgment

### Area of study 2

→ Religion and ethics

### Area of study 3

→ Ethical issues in society



## Unit 3: The search for meaning

In this unit students study the purposes of religion generally and then consider the religious beliefs developed by a religious tradition or religious denomination in response to the big questions of life. Students study how particular beliefs within a religious tradition or religious denomination may be expressed through the other aspects of religion, and explore how this is intended to foster meaning for adherents. Students then consider the interaction between significant life experience and religion.

### Area of study 1

→ Responding to the search for meaning

### Area of study 2

→ Expressing meaning

### Area of study 3

→ Significant life experience, religious beliefs and faith



## Unit 4: Religion, challenge and change

In this unit students explore challenge for religious traditions or religious denominations generally over time and then undertake a study of challenge and change for a religious tradition or religious denomination. Religious traditions or denominations are to be selected from Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism.

### Area of study 1

→ Challenge and response

### Area of study 2

→ Interaction of religion and society







# Texts & Traditions

The study of VCE Texts and Traditions equips students to come to a deeper understanding of the relationship between religious traditions and the written sacred texts that have grown from and shaped those traditions. Examining the sacred texts on which religious traditions are founded enables students to gain a good understanding of the basis of those traditions. These sacred texts become a touchstone of the tradition as it develops and responds to changing circumstances. Students study the sacred texts in their original social, cultural, religious, political and historical settings, as well as investigate the impact such texts have had throughout history and are having on the world today

Minaret College was the first school in Victoria to offer Islamic Tradition. Students will learn about the relationship between Islam and the Quran. There is no expectation or pre-requisite for this subject except for the rule that Unit 3 is a pre-requisite for Unit 4. Students with good background knowledge of Islam would find the subject easier than those without it.



## Unit 1: Texts in traditions

In this unit students examine the place of sacred texts and their literary forms within a religious tradition. Students explore the importance of sacred texts as the source of a tradition and learn how to interpret and describe their meaning for the earlier and continuing tradition.

The process of searching for and giving expression to the meaning of texts is called exegesis. This unit introduces students to basic methods of exegesis to bring about a deeper awareness of how sacred texts came about, and the meaning of those texts for the religious tradition. The skills of exegetical method are introduced to the students.

This unit also explores how sacred texts have been used by people both within and beyond the religious tradition to bring meaning to issues or ideas in a new cultural setting.

This unit requires the study of sacred texts in a variety of literary forms. The texts may come from one religious tradition or from a range of religious traditions.

### Area of study 1

→ The importance of sacred texts to the tradition

### Area of study 2

→ The exegesis of text

### Area of study 3

→ Sacred texts and later traditions



## Unit 2: Texts in society

In this unit students study sacred texts as a means of investigating social attitudes on issues such as social structures, justice, authority, the environment, racism, gender and others. Therefore, the texts selected for study should be potential sources of ideas about these or other issues in society. Some of the texts may call for change in attitudes and values; others may call for changes in social, religious and political institutions.

They also look at the ways in which the texts shape, and are shaped by, the content of the message contained in them. Students compare how sacred texts from different religious traditions address these social issues.



### Area of study 1

→ Sacred texts in the past

### Area of study 2

→ Sacred texts today

### Area of study 3

→ Comparing religious traditions



## Unit 3: Texts and the early tradition

The texts of a particular religious tradition are foundational in that they recount, for example, specific events, narratives, laws, prophetic pronouncements and teachings that describe the beginnings and initial development of a religious tradition. In this unit students explore the society and culture from which the religious tradition being studied was formed. They develop an understanding of the historical background that influenced the texts themselves.

Students develop an understanding of how the chosen set text is a response to particular social, cultural, religious, political and historical needs and events. They explore the formation of the text itself, the intended audience of that text, and the message or teaching found within the text. As a means to gaining an understanding of the content and message of a text, students become familiar with the nature of exegetical methods being used today by scholars in the religious tradition of their particular text.

### Area of study 1

→ The background of the tradition

### Area of study 2

→ Audience, purposes and literary aspects of the set texts

### Area of study 3

→ Interpreting texts - Exegesis (Part 1)



## Unit 4: Texts and their teachings

In this unit students continue to apply exegetical methods to the passages for special study begun in unit 3, but to greater depth.

Some of the themes contained in the foundational texts have been reinterpreted at different times by the tradition. In this unit a significant idea, belief or social theme contained in the set text will be studied, and the interpretation of the text in light of the idea, belief or theme considered.

### Area of study 1

→ Interpreting texts – Exegesis (Part 2)

### Area of study 2

→ Religious themes and their teaching purpose

### Area of study 3

→ Themes in the later tradition and the later use of scripture



# Application for Catch Up/Extension School Assessed Coursework (SAC)

(Student lodges this form to the VCE Coach)

Date of Application		
Name of Student/Signature		
Student's email ID		
Class		
Original Date of SAC		
Name/Signature of Parent		
Name/Signature of Subject Teacher		
Name of Subject and Unit		
Signature of VCE Coach (Approver)		Date of Approval:

Catch up SAC Day and Time (Teacher ticks ( <input type="checkbox"/> ) the option below.)	Subject teacher writes the Catch-up SAC date below.
Thursday      (3.45pm—4.45pm)	

Reason for SAC absence (Student ticks ( <input type="checkbox"/> ) the reason below.)	Evidence Attached
Illness/Injury	Medical Certificate/Doctor's Letter
School Event (Excursion/incursion camp, debate etc.)	WBC Approval Form
Any other reason	WBC Approval Form

NOTES

- The application for extension must be lodged at least **two working days prior** to the scheduled assessment.
- Rescheduling of SAC will not be granted more than two weeks from the date of original SAC.
- Parents will be responsible to arrange the pick-up of their child on the day he/she writes catch-up SAC.
- Application form will not be accepted without the **Evidence Attached**.

Supervising Teacher Name:	
Comment:	

# WBC Approval Form

(For all non-medical reasons, complete this form, have it approved by WBC and submit it as evidence with your Catch-Up SAC application form)

Date of Application		
Name of Student		
Student's email ID		
Class		
Original Date of SAC		
Name of Subject Teacher		
Name of Subject and Unit		

Student Statement	
<div></div>	
Student Signature	

Name of Parent/Signature		
Name of WBC/Signature		
Date		



# Minaret College Distance Education Guidelines 2024

Students wishing to take VCE subjects offered through Virtual School Victoria (VSV) at Minaret College during 2024 must ensure that the following guidelines are met as a part of their application.

1. Students must be enrolled at the Officer Campus or Springvale Campus as a full time student for the duration of 2024.
2. All students who wish to apply for VSV must meet with the Head of Senior School.

All applications are due in January 2025

3. Students must be familiar with the 2024 VSV Handbook. The 2024 Handbook will be available online at the VSV website.
4. Students are responsible for the VSV fees if they are enrolling in a subject not currently offered at the Officer Campus or Springvale Campus.
5. Students who are enrolling in a VSV VCE subject due to timetable clashes will have their free day **subsidized** by Minaret College if they achieve “S” in both Units 1&2 or Units 3&4.
6. Students seeking approval for enrolment in a VCE subject offered by VSV at Minaret College must meet the following criteria:
  - a. Students may only take 1 VCE subject through VSV
  - b. Students should be able to demonstrate how the subject they are applying for will support their career pathway/university course
  - c. The school is responsible for assigning a supervisor for the student. Students are not to approach teaching staff and request that they act as their supervisor.

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**Student**

I, (name) \_\_\_\_\_ have read the Minaret College Distance Education Guidelines 2024 and will ensure that the above guidelines are met as a part of my application.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Parent/Guardian**

I, (name) \_\_\_\_\_ have read the Minaret College Distance Education Guidelines 2024 with my child and agree with the requirements and guidelines outlined above.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Application For Redemption of Assessment

(Student lodges this form to the VCE Coach)

Student Name / Signature		
Class		
Name of Subject and Unit		
Original Date of SAC		
Details of Original SAC		
Proposed Date of Redemption of Assessment (By Subject Teacher)		
Name/Signature of Subject Teacher		
Name/Signature of Parent		
Signature of VCE Coach (Approver)		Date of Approval:

Outcome to be demonstrated:	
Redemption Assessment Day and Time (By Subject Teacher)	
Details of Redemption Task (By Subject Teacher)	

**NOTE**

- The student will be provided with an opportunity to demonstrate their competency in the outcome areas identified above and an alternative assessment will be undertaken under the conditions outlined by the subject teacher. This will allow the student the opportunity to receive an ‘S’ result for the outcome.
- Please note that the original score of the assessment will not be changed. Original SAC scores will also be submitted to VCAA for Study Score purposes.

Supervising Teacher Name: (If applicable)	
Comment:	



This is a form the VCAA provides for schools use. Schools are expected to comply with their statutory obligations under applicable privacy laws when collecting, using and disclosing personal information.

This sheet is to be retained by the school, sighted by the principal or principal's nominee, and filed (see the *VCE and VCAL Administrative Handbook, Scored assessment: School-based Assessment* section).

**Note:** Studies with School-assessed Tasks and Externally-assessed Tasks have study specific authentication records. They are available as VASS Downloads and the Individual study pages on the VCAA website.

Please print clearly and in CAPITAL LETTERS.

*This form must be completed by the class teacher and signed by students when School-assessed Coursework is completed outside class*

[illegible]

I declare that all resource materials and assistance used have been acknowledged and that all unacknowledged work is my own.

[illegible]

## Student Code of Conduct

*The below version was correct at the time of printing. Always refer to the College website to the most up-to-date version.*

As an Islamic school, Minaret College (the College) prides itself in the way its students conduct themselves inside and outside the College campus. We promote the practice of Islamic principles that focus on respect, kindness and generosity. Our approach to student management and wellbeing is proactive, interactive, collaborative and restorative in nature. Our College values focus on rights and responsibilities, routines, rituals, rules, benefits and consequences for conduct. The goal is to enable students and empower them to manage their behaviour, their relationship and their learning by themselves.

This Student Code of Conduct applies to all students currently enrolled at the College, from this point on referred to as “Students”. This Student Code of Conduct outlines the way in which the College requires Students to conduct themselves when visiting the College campus, participating in College activities and communicating with members of our community (including other Students, staff and parents).

### Acceptable conduct

**Students are required to:**

- Uphold the Islamic ethos of the College.
- Be virtuous and upright members of the College community and broader society.
- Behave in a way which does not compromise the safety and wellbeing of others, reporting any concerns to appropriate staff (for example:

Teachers, Coaches, Head of School, Head of Campus or Executive Principal).

- Be kind, accepting and respectful towards others; inclusive towards people who identify as Aboriginal or Torres Strait Islander, children from culturally and/ or linguistically diverse backgrounds, and children with a disability.
- Follow the College rules, policies and procedures as required.
- Listen to and follow teachers' instructions, complete work and homework to the best of one's ability, participate in activities, ask for help or clarification when needed.
- Attend College regularly, be on time for classes and not to leave the College campus without permission.
- Wear the prescribed College uniform, without make-up, tattoos, jewellery, nail polish or hair products.
- Maintain an appropriate standard of behaviour when traveling to and from the College campus, and when in College uniform.
- Take care of their own belongings and respect the property of others.
- Take care of and protect College property and equipment, reporting any damage or misuse to teachers in charge.
- Be responsible for and ensure the College campus and classroom environment is kept clean and tidy at all times.
- Avoid both online and offline activities which could damage the College's reputation.

**Students must not:**

- use violence of any kind at any time;
- interrupt or disrupt a teacher whilst classroom instructions or learning activities are taking place;
- raise their voice when speaking to other Students and staff;
- discipline or reprimand another Student;
- bully or harass Students, staff, contractors, volunteers, and visitors to the School;
- take a photo or video recording of another student unless the parent of the Student is present at the time and consents to the photo or video recording being taken;
- smoke cigarettes or attend the College whilst under the influence of alcohol or illicit drugs;
- deliberately exclude another Student or treat a Student differently from other Students;
- speak to other Students in a derogatory or offensive manner;
- post a photo or video recording of another



- Student on social media without consent;
- post a photo or video recording of a Student on social media without obtaining consent from the Student's parent beforehand;
- intimidate, undermine, threaten, bully or harass other Students;
- disclose the personal details of a Student to another person without consent; or
- bring weapons or unsafe, dangerous or inappropriate equipment, materials or tools to the College.

## When using social media

Students recognise the potential for damage to be caused, directly or indirectly, to the School and others as a result of their personal use of social media especially in circumstances when they can be identified as a Student of the College.

When using social media, Students must:

- respect a person's personal environment and must not harass other people online;
- act with integrity;
- not use social media to voice grievances about the College;
- make reasonable efforts to ensure that they comply with the College's Social Media Policy;
- be respectful to Students, staff, contractors, volunteers and parents;
- not create accounts that hold themselves out to be affiliated with the College;
- never reveal confidential information relating to the College, staff members, contractors, volunteers, other parents, and/or Students at the College; and
- not post on social media defamatory, offensive, sexually inappropriate, or other material that may damage the reputation of the College.

## Making a complaint

- Students should report any cases of behaviour in breach of the Student Code of Conduct to a teacher or staff member in confidence.
- When making a complaint to the College, Students are required to act in a manner consistent to the Student Code of Conduct.
- If a Student is unable to resolve a grievance, he or she may seek resolution through discussion

with the form teacher, student wellbeing specialists, Head of School or Head of Campus. The first contact point for students will be form teacher.

- The College reserves the right to vary disciplinary procedures for a particular misdemeanour by weighing the interests of individual Students against those of the wider College community.

## Consequences of a breach

- Any person may notify the Executive Principal or other staff member of a possible breach of the Student Code of Conduct.
- The Executive Principal or his delegate will investigate the complaint to determine whether there has been a breach of the Student Code of Conduct or other policy.
- If satisfied that a breach has occurred, the Executive Principal or his delegate may implement disciplinary action against the respondent such as a warning, direction to provide an apology, exclusion from extra-curricular programs, suspension from the College grounds for a period of time, or termination of enrolment.
- The Police or Department of Human and Health Services will be informed of any unlawful breaches of the Student Code of Conduct in accordance with applicable legislation.

# Organisation and Time Management

## Organisation:

### Declutter!

Get rid of the items you no longer need or serve you to ensure you are in a clean and clutter free workspace.

### Plan ahead

Being prepared will help reduce any last minute stresses. You can do this by packing your school bag and making your lunch the night before. Check your diary to see if you need to bring anything extra to school, like your PE kit. Also set your alarm a few minutes earlier than normal allowing you to wake up slowly and calmly.

## Everything has a place

Create a space for different items. Use boxes or organise things into piles to ensure you know where everything is when you need it. Remember to put things back where they belong when you are finished with them.

## Routines are important

Find your morning routine by waking up at the same time every morning, and going to bed at the same time every night. Routines provide stability and structure allowing you to accomplish other things during the day.

## Time Management:

### 10 ways to manage your time

- 1. Be realistic**  
Homework and assignments take time, so be realistic about the time you will need to spend on each task.
- 2. Allocate your time**  
Create a weekly schedule to determine how much time to spend on homework and activities. Don't forget to include time for rest and relaxation!
- 3. Write a to-do list**  
Writing a to-do list every day or every week reminds you of the important tasks you need to focus on.
- 4. Remember the bigger picture**  
It is important to have long-term goals in order to keep motivated. This allows you to set your short-term goals to lead to accomplishing your long-term goals.
- 5. Know which study method works for you**  
Everyone learns differently, so find out what works best for you, whether it's studying in the library, in a group or with music.
- 6. Continually prioritise your tasks**  
Decide which tasks on your to-do list need to be completed first by determining if they are urgent or important.
- 7. Find a dedicated study space and time**  
Ensure the place you study is free from distractions so you can focus and complete the tasks efficiently.
- 8. Stop procrastinating**  
Get started on the biggest task first and then do the smaller, quicker tasks.
- 9. Have a good support system**  
Surround yourself with supportive family and friends, who will help and encourage you when needed.
- 10. Don't be afraid to say "no"**  
There will be times where you will need to decline an invitation in order to study. Decline politely and perhaps suggest another more suitable time.



# Stress Management

Stress is a physical reaction your body has to situations you find difficult or challenging. Not all stress is bad, sometimes stress can be good as it can help a person become focussed and encourages change. It is when you are not able to be productive and feel so overwhelmed that you cannot concentrate, that stress is bad for you.

## Symptoms of stress:

### Effects of stress on the mind:

- Being short tempered about things you wouldn't have been normally.
- Being irritable with yourself and others
- Constantly worrying or anxious about things
- Being restless, biting your nails and pacing the room
- Sadness or anger
- Lack of concentration and focus
- Feeling very emotional and overwhelmed

### Effects of stress on the body

- Headaches
- Muscle tension or pain
- Fatigue
- Skin irritations
- Digestive issues
- Insomnia
- Increased blood pressure

## Some ways to help manage stress:

### Exercise

Exercise in any form, such as walking around the block, or dancing in your bedroom, can help with stress management. Being active boosts endorphins, improving your mood and can help you think clearly when you return.

### Healthy eating

A healthy, balanced diet which includes fruits and vegetables will assist in keeping your body and immune system strong and healthy.

When you eat better, you feel better too! Try to reduce or cut out caffeine completely from your diet as it can contribute to nervousness and insomnia.

### Me time

Take some time out to just relax. You can do this by having a hot bath, meditating, reading a book, going for a walk outside or watching TV.

### Reach out to others

Surround yourself with encouraging and understanding people, whom you can confide in when feeling stressed. It's important to talk to those you trust in times of need.

### Laugh

Watching a comedy or remembering something funny and laughing can lower cortisol - which is known as the 'stress hormone'.

### Get enough sleep

Turn off social media and electronics one hour before bed, and try get at least 8 hours of uninterrupted sleep every night.





## Springvale Campus

36-38 Lewis Street, Springvale VIC 3171 T 03 9574 0567

## Officer Campus

67 Tivendale Road, Officer VIC 3809 T 03 5943 2058

## Doveton Campus

146 Kidds Road, Doveton VIC 3177



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[fb.com/minaretcollege](https://fb.com/minaretcollege)